

Long term plan for Reception – 2022/23

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topics	Myself and My Family	Let's celebrate	Let's imagine	New beginnings	Amazing animals	The great outdoors
Possible themes <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Families All about me My home Things I enjoy doing Things I am good at Materials Senses Harvest/Autumn	Diwali Remembrance Day Bonfire Night Advent and Christmas Light and Dark Road safety	What is a castle? Kings, queens, princes and princesses	Spring Baby animals/life cycles Plants Easter	Pets Habitats - local and woods. Animal habitats - jungle Birds Sea life animals	Mini beasts including butterflies/caterpillars Sea life animals Jungle Our local area Places far away Maps
Texts	Pumpkin soup In Every House on Every Street Worrysaurus Ravis Roar	Room on the Broom Little Glow We're Going on a Present Hunt The Jolly Postman at Christmas Christmas	My very first Castles Book non-fiction castles texts Peep Inside the Castle Usborne George and the dragon	Tadpole's Promise Oscar and the frogs Tiny seed	The great pet sale Mick Inkpen Hairy McClary Six dinner Sid Going on a bear hunt	The Hungry caterpillar Cautious caterpillar (Twinkl) Jack and the beanstalk Jasper's beanstalk Bad tempered ladybird

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	<p>My Big Hair</p> <p>Kind</p> <p>My Hair</p> <p>Find Your Happy</p> <p>Golidlocks and 3 Bears -Maths</p> <p>NF books on professions fire/police/nurse</p> <p>How to Count to One -maths</p> <p>Junk DNA - Maths</p>		<p>The paper bag Princess</p> <p>The Very Last Castle</p> <p>Zog</p>		<p>Formidable Sid (twinkl story book)</p> <p>A stormy night (Percy the Park keeper)</p> <p>Gruffalo</p> <p>Max's jungle adventure (Pie Corbett home learning unit)</p> <p>Rumble in the jungle(Book trust audio books)</p> <p>Doing the animal bop!</p> <p>Augustus and his smile.</p> <p>I don't want to go to bed!</p> <p>I love you little monkey, Tiddler</p> <p>Rainbow fish</p> <p>Rainbow Fish to the rescue</p>	<p>What the Ladybird Heard</p> <p>Mad about mini beasts</p> <p>Monkey Puzzle</p> <p>Baby animals big book</p> <p>Baby chimps big book</p> <p>Edward's Adventure</p>
Wow moments/	Autumn walk	Christmas party	Castle making afternoon	Easter celebrations	Planting sunflowers	Summer walk

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Enrichment opps	Smoothie making	Christmas performances	Winter walk Valentine's Day Great garden bird watch	Spring walk Mothering Sunday Pond dipping World Book Day	Father's Day Science day	Reception and Nursery trip Outdoor learning week Sports Day Transition activities
Topic targets	To retell a well-known story including some detail.	To make a Christmas card including a message.	To use craft materials to make a model	To explain a life cycle	To create a picture of their favourite animal and to talk about it.	To draw and label a map

Areas of learning and key skills

Key skills chosen as priorities for each topic and stage in the children's development

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Statutory framework for the early years foundation stage: early adopter version

CL	Listen to and talk about stories to build	Understand and answer questions - who, why,	Connect one idea or action to another using a range	Describe events in some detail, including sequencing	Use talk to help work out problems and organise thinking and	Listen to and talk about selected non-fiction to develop a deep familiarity with
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	<p>familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Develop social phrases, such as Good morning how are you, I am very well thank you</p>	<p>what, where, when.</p>	<p>of connectives including because, but.</p> <p>To use past, present and future tenses in their speech</p>	<p>connectives such as then, next,</p>	<p>activities, and to explain how things work and why they might happen.</p>	<p>new knowledge and vocabulary.</p>
<p>CL Ongoing areas of focus</p>	<p>Listening Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding.</p> <p>Speaking Learn and use new vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p>					

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	<p>Develop social phrases, such as Good morning how are you, I am very well thank you. Engage in story times. Learn rhymes, poems and songs.</p>
<p>ELGs for CL</p>	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none">- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;- Make comments about what they have heard and ask questions to clarify their understanding;- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking</p> <ul style="list-style-type: none">- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p style="text-align: center;">Statutory framework for the early years foundation stage: early adopter version</p>	

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<p>PSED Jigsaw</p>	<p>Being Me in My World 'Who am I and how do I fit?'</p> <p>To show good manners including eating good manners in a group, taking turns and being considerate to others.</p> <p>To build good relationships with adults and children</p>	<p>Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique</p> <p>To see themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others</p>	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>Show resilience in the face of challenge</p>	<p>Healthy Me Being and keeping safe and healthy</p> <p>Think about the perspectives of others</p>	<p>Relationships Building positive, healthy relationships</p>	<p>Changing Me Coping positively with change</p> <p>To be ready to transition to year 1</p>
<p>PSED Ongoing areas of focus</p>	<p>Teaching and Implementing the new Zones of Regulations</p>					

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<p>ELGs for PSED</p>	<p>Self-regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					
	<p align="center">Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p align="center">Statutory framework for the early years foundation stage: early adopter version</p>					
<p>PD</p>	<p>Develop the skills needed to manage the school day successfully:</p>	<p>Progress towards a more fluent style of moving, with</p>	<p>Combine different movements with ease and fluency.</p>	<p>Confidently and safely use a range of large and small</p>	<p>Further develop and refine a range of ball skills including:</p>	<p>To gain confidence in water</p>

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	<p>- lining up and queuing - mealtimes - personal hygiene</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to control a balance bike</p> <p>FUNDAMENTAL MOVING SKILLS</p>	<p>developing control and grace.</p> <p>To show stamina when using the running track</p> <p>USING LARGE AND SMALL APPARATUS</p>	<p>DANCE</p>	<p>apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility</p> <p>DEVELOPING DIFFERENT MOVES WITH EASE AND GRACE</p>	<p>throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>BALL SKILLS</p>	<p>To participate in team competitive activities</p> <p>SWIMMING TEAM GAMES</p>
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<p>PD Ongoing areas of focus</p>	<p><u>Gross motor</u> Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p><u>Fine motor</u> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		
<p>ELGs for PD</p>	<p><u>Gross motor</u> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine motor</u> Hold a pencil effectively in preparation for fluent writing - using tripod grip in almost all cases. Use a range of small tool including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>		
<p>Literacy</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> <p>Statutory framework for the early years foundation stage: early adopter version</p>			
<p>L</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>

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	Read some letter groups that each represent one sound and say sounds for them	Write labels and captions independently including using sound mats and using their phonics knowledge	
L Ongoing areas of focus	<p>Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>		
ELGs for L	<p><u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading-</u> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing</u> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.</p>		
Mathematics			
<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p> <p align="center">Statutory framework for the early years foundation stage: early adopter version</p>			
M			

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<p>Subitising to 3</p> <p>Sorting and classifying</p> <p>Size</p>	<p>Subitising to 5</p> <p>Number Sense (Anno's Counting Book)</p> <p>Introduction to tens frames and numbers beyond ten.</p>	<p>Number composition (Maisy goes Camping)</p> <p>Comparing numbers to 8 (Cont Anno's Counting Book)</p>	<p>Composition of numbers to 10. (One is a Snail and Ten is a Crab)</p>	<p>Measures: Capacity and Mass (Harry and his Bucketful of Dinosaurs, Can an elephant fit in a bathtub?)</p>	<p>Measures: length - Sunflower challenge</p> <p>First, then, Now stories</p> <p>Numbers beyond 10</p>
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<p>ELGs for M</p>	<p><u>Number</u> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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UW	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Understand that some places are special to members of their community.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. (rainforest,)</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map.</p>
	To explore materials	To explore light and sound	To explore forces and movement	To explore plants	To find out about animals and their habitats	
UW	<p>Forest school – Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>					

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Ongoing areas of focus			
ELGs for UW	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>		
<p align="center">Expressive Arts and Design</p> <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Statutory framework for the early years foundation stage: early adopter version</p>			
EAD	Create collaboratively sharing ideas, resources and skills.	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups

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EAD Ongoing areas of focus	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Weekly music with DM
ELGs for EAD	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.