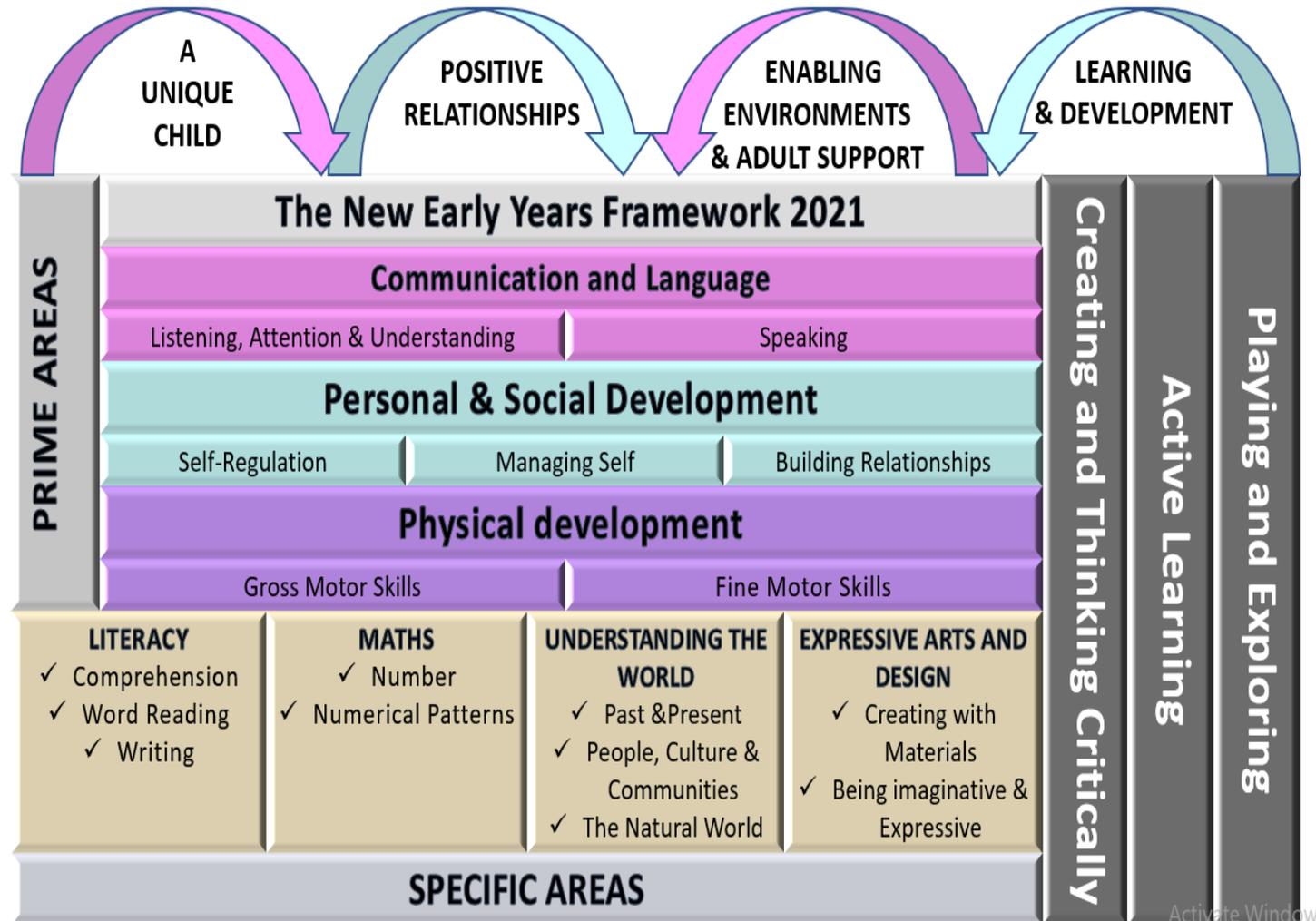


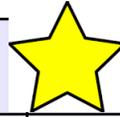
Reception Long Term Plan 21-22



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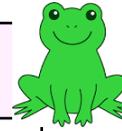
AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



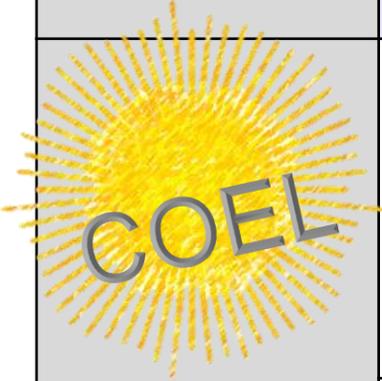
SUMMER 2

<p>Topics</p> <p><i>These may be adapted at various points to allow for children's interests</i></p>	<p>MARVELOUS ME!</p> <p>Starting school / my new class / New Beginnings People who help us / Careers My family / PSED focus /relationships/feelings What am I good at?</p> <p>Arts & Design focus - Van Gogh / The dot</p>	<p>ONCE UPON A TIME</p> <p>Goldilocks and the Three Bears Jack and the Beanstalk The Elves and the Shoemaker</p> <p>Bonfire Night celebrations Christmas production Christmas Lists Letters to Father Christmas</p>	<p>LET THE ADVENTURES BEGIN</p> <p>Transport – trains, buses, Aeroplanes.</p>	<p>THE GREAT OUTDOORS</p> <p>Life cycles Animals Make a sculpture: Andy Goldsworthy</p> <p>Ocean Animals Reduce, Reuse & Recycle</p>	<p>LONG LONG AGO</p> <p>Dinosaurs Fossils</p>	<p>SUPERHEROES!</p> <p>Spiderman, The Hulk, Superman, Superwomen</p>
<p>High quality Texts</p>	<p>Doctor Dog Cops and Robbers Hairy McLary Rumpus at the Vets Captain Tom Little People Big Dreams</p> <p>Leaf Man Wide Awake Hedgehog We're Going on a Leaf Hunt</p>	<p>Goldilocks and the Three Bears Jack and the Beanstalk The Elves and the Shoemaker</p> <p>Guy Fawkes Funnybones The Christmas Story One snowy night The bear and the starry night Room on the Broom</p>	<p>The Runaway Train The Naughty Bus The Hundred Decker Bus</p> <p>Flight School My First Book of Transport Amelia Earhart</p>	<p>Non-fiction books on chicks Handa's Hen The Little Red Hen</p> <p>Oi Frog The Tadpoles Promise Alba the 100 year old fish Who Swallowed Stanley David Attenborough Little People Big Dreams Sharing a Shell</p> <p>Easter (2 weeks)</p>	<p>Harry and the Bucketful of Dinosaurs The Dinosaur that pooped a Planet How to look after a Dinosaur</p> <p>Mad About Dinosaurs</p>	<p>Supertato! Super Daisy Traction Man Miche! Recycle Charlie's Superhero Pants</p>
<p>Enrichment</p>	<p>Autumn Trail Remembrance Day Diwali Day 15th October National Poetry Day 7th October</p>	<p>Guy Fawkes / Bonfire Night/firefighter visit Remembrance day No pens day One Snowy Night Pantomime Christmas Time / Nativity</p>	<p>Valentines day Chinese New Year National Storytelling week 30th Jan-6th Feb</p>	<p>Living eggs Mother's Day Food tasting – different cultures World Book Day 3rd March Easter egg hunt rolling/decorating</p>	<p>Fossils Dinosaur hunt</p>	<p>Father's Day Sports Day Graduation</p>



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Danesfield, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'



OVER
ARCHING
PRINCIPLES



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
Assessment opportunities	National Baseline data by end of term In house assessment (Speech Link / enter baseline) Phonics assessments EYFS team meetings	On going assessments Parents evening info In house moderation Phonics assessments EYFS team meetings	On going assessments Phonics assessments EYFS team meetings	Parents evening info EYFS team meetings End of term Assessments Phonics assessments	On going assessments Cluster moderation EYFS team meetings	On going assessments Reports Phonics assessments EYFS team meetings EOY data
Parental Involvement	1:1 parent meetings Welcome meetings Phonics Workshop Maths Workshop Evidence Me involvement	Evidence Me involvement Parents Evening Writing Workshop Nativity	Evidence Me involvement Teach In Valentines day snack for parents	Evidence Me involvement Parents Evening	Evidence Me involvement Teach In	Evidence Me involvement Parents Evening Sports Day



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
COMMUNICATION AND LANGUAGE	<p>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.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSED times, stories, singing, speech and language interventions and EYFS productions.	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word aware Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p>Develop vocabulary: Speech Link interventions Helicopter stories- retelling stories: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Learn rhymes, poems and songs.</p>	<p>Develop vocabulary: Helicopter stories Speech Link interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Speech Link interventions Helicopter stories Reciting poems and songs I can learn and recite, poems and songs Tell me a story - retelling stories: I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more</p>	<p>Speech Link Interventions Helicopter Stories I can learn and recite, poems and songs I can listen to, engage in and talk about non-fiction I can describe events in some detail: frog life cycle</p>	<p>Speech Link Interventions Helicopter Stories I can learn and recite, poems and songs I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year</p>
DAILY STORY TIME USING HIGH QUALITY TEXTS						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<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>					
MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS WE FOLLOW JIGSAW	<p>BM (Being Me in My World) 'Who am I and how do I fit?'</p> <p>Understanding how it feels to belong Recognising own feelings Understanding others feelings Being kind and using gentle hands Being responsible</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p>	<p>CD (Celebrating Difference)</p> <p>Finding what I am good at and understanding everyone is good at something Understanding differences make us special Understanding families are different Identifying why our homes are special to us Identify how to be a kind friend Making good choices</p>	<p>RL (Relationships)</p> <p>Jobs I do at home Feeling like I belong Making friends Solving friendship problems How to be a good friend</p>	<p>HM (Healthy Me)</p> <p>The important of exercise Keeping our bodies healthy Healthy foods Hand washing Stranger danger</p> <p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>CM (Changing Me) / DG (Dreams and Goals)</p> <p>Naming parts of the body Talk about healthy foods they eat Babies to adults</p> <p>I can preserve and take challenges I can talk about now giving up and achieve a goal Set a goal and work towards it Talking about ambitions and jobs Feeling proud</p> <p>Best memories of reception Moving to Year 1</p>	



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!	
PHYSICAL DEVELOPMENT	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 .						
FINE MOTOR	<p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES AND WEEKLY DOUGH DISCO LESSONS</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw and write. Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Holding Small Items / Button Clothing / zips</p> <p>Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
GROSS MOTOR	<p>Multiskills</p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiate space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p>	<p>Games</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p>Dance</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p>	<p>Gymnastics</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p>Rounders</p> <p>Follow the rules of a game</p> <p>Use a racket</p> <p>I can join in with a game</p>	<p>Athletics</p> <p>Running skills</p> <p>Agility</p> <p>Sports day</p>	
	<p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment. Crates play-climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts are all good options.</p>						
	<p>P.E. LESSON ONCE A WEEK, SQUIGGLE WHILST YOU WIGGLE EACH WEEK AND DAILY OPPORTUNITIES FOR ACTIVITIES OUTSIDE</p>						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING Children will be taught Phonics altogether. Intervention groups will take place for those needing more support. Children are listened to read 1:1.	<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>					
	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can ask questions about stories.	I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense.	I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading.	I am beginning to notice if my reading makes sense and looks right. I think about what I already know to help me with my reading. I can say rhymes by heart I can sometimes notice errors. I know that illustrations can help me make sense of my reading.	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
	Phonic Sounds: Whole class Handle books correctly. Locate the title. Recognise words that rhyme. Identify initial sounds. Recognise words with the same initial sound. Orally blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Begin to read individual letters by saying the sounds for them. Begin to read CVC words containing known letter-sound correspondences.		Phonic Sounds: Whole class Recognise all taught Phase 2 sounds including some Phase 3 digraphs. Re-read phonetically decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Some children may read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words.		Phonic Sounds: Whole class I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) End of term assessments Transition with Year 1 staff	



RECEPTION LONG TERM PLAN 21-22

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GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE AVDENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
WRITING	<p>Texts as a Stimulus:</p> <p>Doctor Dog Cops and Robbers Hairy McLary Rumpus at the Vets Captain Tom Little People Big Dreams</p> <p>Leaf Man Wide Awake Hedgehog We're Going on a Leaf Hunt</p> <p>Dominant hand, pencil grip, mark making, giving meaning to marks and labelling. Name writing, Writing initial sounds. Use initial sounds to label images. Story scribing.</p>	<p>Texts as a Stimulus:</p> <p>Goldilocks and the Three Bears Jack and the Beanstalk The Elves and the Shoemaker</p> <p>Guy Fawkes Funnybones The Christmas Story One snowy night The bear and the starry night Room on the Broom</p> <p>Name writing, labelling, story scribing. Retelling stories, letter/ list writing (Stick Man, to Santa)</p> <p>Beginning to writing tricky words such as I, to, the. CVC words, Labels using CVC, possibly CVCC, CCVC words.</p>	<p>Texts as a Stimulus:</p> <p>The Runaway Train The Naughty Bus The Hundred Decker Bus</p> <p>Flight School My First Book of Transport Amelia Earhart</p> <p>Story scribing, labelling, writing CVC words, CVCC, CCVC Words.</p> <p>Beginning to write captions, lists. Modelling capital letters, finger spaces, full stops.</p>	<p>Texts as a Stimulus:</p> <p>Non-fiction books on chicks Handa's Hen The Little Red Hen</p> <p>Oi Frog The Tadpoles Promise Alba the 100 year old fish Who Swallowed Stanley David Attenborough Little People Big Dreams Sharing a Shell</p> <p>Creating own cards, lists, maps, writing captions and labels. Some could be writing short sentences to accompany pictures. Labels and captions – life cycles</p>	<p>Texts as a Stimulus:</p> <p>Harry and the Bucketful of Dinosaurs The Dinosaur that pooped a Planet How to look after a Dinosaur</p> <p>Mad About Dinosaurs</p> <p>Writing for a purpose in phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Nonfiction writing.</p>	<p>Texts as a Stimulus:</p> <p>Supertato! Super Daisy Traction Man Micheal Recycle Charlie's Superhero Pants</p> <p>Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p>
BOOKS AND HOOKS USED AS STIMULUS ACROSS THE YEAR						
TEXTS MAY CHANGE DUE CHILDREN'S INTERESTS						



RECEPTION LONG TERM PLAN 21-22

GENERAL THEMES	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p>	<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>X3 weeks: baseline/getting to know you</p> <p>Numbers within 5 Count up to 5 objects reliably, understand that numbers can be shown in different representations, match groups of objects to the correct numeral</p> <p>Sorting and comparing within 5 Find more than one way to sort up to 5 objects into two groups</p> <p>Change within 5 Find one more and one less than a number within 5, and demonstrate this using a five frame and cubes. Tell first, then, now stories to express one more or one less.</p> <p>Time Order three familiar events from their day, using the language related to time: before, after, next, then, later</p>	<p>Number bonds within 5 Use the language of wholes and parts and use physical differences and number bonds to 5 to split a whole into two parts.</p> <p>Numbers to 10 1 number a week Count numbers up to 10 using one-to-one correspondence Represent the numbers 6–10 on a ten frame Start to recognise that they can count on using a ten frame, understanding that a full row is 5 Count 6–10 objects out from a larger group</p> <p>Subtraction and addition with 10 use a part-whole model to show two parts and the whole, in various orientations Use a ten frame and a part-whole model to represent bonds to 10</p> <p>Shape and Space Use positional and directional language to follow and give instructions Build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) Match 3D shapes to their 2D prints and name each of these regular 2D shapes</p>	<p>Doubles / Sharing and grouping/ Odd and Even Use concrete manipulatives to double and halve numbers Show why a number is odd or even Identify doubles to double 5 Halve even numbers to 10 by sharing into two equal groups</p> <p>Patterns Translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern</p> <p>Number bonds within 10 Add or take away numbers using a first, then, now story structure Explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer</p> <p>Measure Understand the difference between length or height, weight and capacity Use non-standard units to measure and compare length or height, weight and capacity Solve problems involving length or height, weight and capacity. Consolidation</p>			



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES
UNDERSTANDING THE WORLD	<p>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.</p>					
<p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes. I can talk about significant events in my own experience I can talk about why things happen: cooking every 2 weeks I can recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Transport then and now Creating own maps <p>REFELCTION TIME DAILY</p>	<ul style="list-style-type: none"> Similarities and differences between countries/environments/Africa/Animals using Handa’s Hen Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can understand the key features of the life cycle of a plant and animal 	<ul style="list-style-type: none"> Maps of our journey as a super hero Seasons 	



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MARVELOUS ME!	ONCE UPON A TIME	LET THE ADVENTURES BEGIN	THE GREAT OUTDOORS	LONG LONG AGO	SUPERHEROES!
EXPRESSIVE ARTS AND DESIGN	<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>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Join in with songs beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines and 3 times throughout year) draw definite features</p> <p>Arts & Design focus - Van Gogh / The dot</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>Making a stick man using natural objects</p> <p>Rubbings of leaves/plants</p> <p>Music: Christmas Songs</p>	<p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Drama conventions through literacy</p>	<p>Make different textures; make patterns using different colours</p> <p>Artwork themed around African Art</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>I can combine media to make a collage (collage chick)</p>	<p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,</p> <p>Create collaboratively: making 3d ladybird</p> <p>shells: papier mache: working in pairs</p> <p>Mother's Day crafts</p>	<p>Father's Day Crafts</p> <p>Creating superhero puppets.</p>