



Long Term Planning Early Years- Reception 2021-2022

		Autumn		Spring		Summer	
		All About Me	Seasons & Celebrations	The Wider World	Transport / Adventures	The Great Outdoors	Growing
		Prime Areas					
Personal, Social and Emotional Development	Building Relationships	Developing relationships with children and adults in Reception. Taking turns and sharing.		Developing firm friendship bonds with children in the class. Resolving conflict.		Developing firm friendship bonds with children in the class. Developing relationships built on mutual respect. Showing compassion and sensitivity.	
	Self - Regulation	Identify and name different feelings and emotions and physical signs. Identify own strengths and abilities. Contribute to class charter. Respond to two part sequence instructions.		Identify and talk about how others feel. Asking for help or information from adults and peers. Following the rules and routines in Reception and school. Follow instructions when engaged in own activities.		Aware of how their behaviour impacts how they and others feel. Setting own goals and explaining how they plan to achieve it. Aware of behaviour expectations and adapt behaviour in a range of situations. Follow instructions with several parts or ideas- e.g. to locate items within the school environment.	
	Managing Self	Adapting to new rules, routines and environment. Manages basic hygiene independently.		Know the difference between right and wrong (rewards and consequences). Understands the importance of a healthy diet, sleep, hygiene and exercise.		Explain the reason for rules and behave accordingly. What contributes to a healthy lifestyle and the impact of different choices.	

		Shows confidence to try new activities and independence in exploring the new environment.	Having and taking risks in learning.	Show resilience and perseverance in the face of a challenge.
Communication, Language and Literacy	Listening, Attention and Understanding	<p>Sit quietly and listen during carpet time and focussed teaching.</p> <p>Listening to and talking about sounds in our environment.</p> <p>Listen and join in with a range of stories, books and rhymes including nonsense rhymes.</p> <p>Answers questions appropriately.</p> <p>Listen to others and respond appropriately.</p> <p>Introduction of new and topic related vocabulary.</p>	<p>Listen attentively in a range of situations (worship, whole school assemblies, visitors)</p> <p>Listen to stories, books, rhymes and nonsense rhymes and respond appropriately based on what they have heard.</p> <p>Asks and answers basic questions.</p> <p>Listen to others and respond appropriately.</p> <p>Introduction of new and topic related vocabulary.</p>	<p>Listen attentively in a range of situations and respond with relevant comments, questions or actions.</p> <p>Listen to stories, books, rhymes and nonsense rhymes and respond appropriately based on what they have heard.</p> <p>Asks and answers questions such as who, why, when, where and how.</p> <p>Listen to others and respond appropriately.</p> <p>Introduction of new and topic related vocabulary.</p>
	Speaking	<p>Explore new vocabulary.</p> <p>Introduce a narrative in their play using imaginative language.</p> <p>Talk about themselves and immediate experiences.</p> <p>Volunteering to make contributions or to retell a story.</p> <p>Links one idea to another when talking about a topic.</p> <p>Speaking in full and coherent sentences.</p> <p>Manners and social conventions of conversation.</p>	<p>Using vocabulary from stories, topics and experiences.</p> <p>To use a story structure in their play.</p> <p>Actively take part in discussions with relevant comments.</p> <p>Organise and sequence thoughts when participating in discussions and clarifying thinking, feelings and events.</p> <p>Sticking to a main theme or intention during a conversation.</p>	<p>Using vocabulary to express knowledge, understanding, interest and opinions.</p> <p>To create a narrative with others, negotiating ideas and plans.</p> <p>Participate in a range of discussions, giving their on ideas using new vocabulary.</p> <p>Express their thought and ideas using well-structured sentences and correct tense/conjunctions.</p> <p>Offer explanations for why something might happen using the new vocabulary.</p> <p>Expressing themselves appropriately.</p>

Physical Development	Gross Motor Skills	Development of gross motor skills through a range of activities in the outdoor areas and PE sessions; gymnastics, dance, movement, ball skills, PE games.	Development of gross motor skills through a range of activities in the outdoor areas and PE sessions; gymnastics, dance, movement, ball skills, PE games.	Development of gross motor skills through a range of activities in the outdoor areas and PE sessions; gymnastics, dance, movement, ball skills, PE games.
	Fine Motor Skills	Explore a range of mark making tools to form recognisable letters. Ascribes meaning to marks - lines and circles. Explore a range of small tools.	Holds a pencil using a tripod grip and forms letters using the correct sequence of movements. Begins to show accuracy and care when drawing. Use a range of tools for different purposes.	Holds a pencil effectively for fluent writing, controlling the size and orientation of letters. Adds detailed features using small movements when drawing. Uses a range of small tools including scissors, paint brushes and cutlery.
Specific Areas				
Literacy	Reading Comprehension	<p>Selection of texts linked to topic: Peace at Last; Titch; Owl Babies; Funny bones; The Large Family; Monkey Puzzle; The Three Bears; The Three Little Pigs; NF texts linked to families, bodies and senses.</p> <p>Introduction to Bug Club</p> <p>Selection of texts linked to topic: Supertato; SuperTato; Veggies Assemble; Oliver's Vegetables; Percy the Park Keeper; The Gruffalo; Stick Man. NF Texts linked to autumn and seasonal change.</p> <p>Re-reads books to build confidence, fluency, understanding and enjoyment.</p> <p>Enjoys and increasing range of print and digital books including fiction and non-fiction.</p> <p>Uses vocabulary influenced by their experiences of reading.</p>	<p>Selection of texts linked to topic: Handa's Surprise, Emperor's Egg, Not so brave penguin, The Magic Paintbrush</p> <p>Selection of texts linked to topic: Cool Cars, Busy Boats, Amazing airplanes (Tony Mitton)</p> <p>NF text: Things that go, Airport, Steam trains</p> <p>Active use of Bug Club. Phonic activities and online reading.</p> <p>Enjoys a range of books (fiction and non-fiction)</p> <p>Describes the setting, characters and events in detail.</p> <p>Acts out narrative in the play.</p> <p>Knows information can be retrieved from books, computers etc.</p> <p>Can recall and discuss stories or information from books that have been read to them or read by themselves.</p>	<p>Selection of texts linked to topic: Superworm; The Very Busy Spider; What the Ladybird Heard; Norman The Slug with a Silly Shell; The Bad Tempered Ladybird; Mad About Minibeats; NF texts linked to minibeasts.</p> <p>Bug Club</p> <p>Selection of texts linked to topic: The Very Hungry Caterpillar; A Seed in Need; Jasper's Beanstalk; Jack and the Beanstalk; The Tiny Seed; The Teeny Weeny, Enormous Turnip Tadpole; NF Texts linked to new life.</p> <p>Uses new vocabulary to demonstrate understanding of what has been read.</p> <p>Anticipate key events in stories.</p> <p>Uses and understands new vocabulary during discussions from a range of books.</p> <p>Bug Club</p>

			Action Words	
	Reading Word reading	<p>Set 1 sounds - hearing and recognising initial sounds. Orally blending and segmenting.</p> <p>Begin to blend sounds to read short words.</p> <p>Hear and say initial, middle and final sounds.</p> <p>Shows an awareness of rhyming words in songs and stories.</p> <p>Clap or taps out syllables in words.</p> <p>Read some letter groups (sh, th, ch, ng, nk, ff, ll)</p> <p>Action Words</p> <p>Blends sounds in words to read CVC words.</p>	<p>Introduce set 2 sounds.</p> <p>Developing knowledge of letters and sounds to read CCVC words.</p> <p>Read phonetically decodable words to read captions and short sentences including some action words.</p> <p>Action Words</p> <p>Engages in everyday literacy artefacts such as labels, signs, envelopes.</p> <p>Begins to recognise some written names of peers, siblings etc.</p> <p>Continues a rhyming string and identifies alliteration.</p>	<p>Says a sound for each letter in the alphabet.</p> <p>Recognises and says at least 10 diagraphs.</p> <p>Read words consistent with their phonic knowledge.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p> <p>Action Words</p> <p>Engages with books and reading materials to deepen knowledge and interpret information from illustrations.</p> <p>Read and sort real and nonsense words using their phonetic knowledge.</p>
	Writing	<p>Mark Making & ascribing meaning to marks. Give meanings to their mark using a range of resources such as drawing, painting and touch screen technology.</p> <p>Writes own name and the names of other important people.</p> <p>Attempting to record dominant sounds in words.</p> <p>Spell words by identifying the sounds then writing the sound/s with letter/s.</p> <p>Make marks for a purpose within the play areas in the classroom.</p>	<p>Uses phonic knowledge to write labels, captions and simple sentences.</p> <p>Write first name and surname.</p> <p>Use developing phonological knowledge to write things such as labels and captions with the play areas.</p> <p>Spell some decodable and some tricky action words.</p> <p>Begins to break the flow of speech into words, can hold a sentence and record sounds down.</p>	<p>Uses phonic knowledge to write sentences for a range of purposes.</p> <p>Use capital letters for names in short sentences.</p> <p>Write short sentences using a capital letter and full stop that can be read by themselves and others.</p> <p>Spell words including those with irregular spelling (Action words).</p> <p>Re-read what they have written to check it makes sense.</p>

		Records recognisable letters.	Forms most letters correctly.	Forms lower-case and upper-case letters correctly. Handwriting and position on the line.
	Phonics	Read, Write Inc. Phonics Programme		
Mathematics	Numerical Patterns	Count objects, actions and sounds. Number Recognition Matching numeral and quantities. Count beyond ten. Compare quantities Practical addition and subtraction. Finding different ways to separate a group of 5, then 10 objects. Practical activities involving one more and one less.	Count out up to 10 objects from a larger group. Ordering numbers Subitising familiar amounts - dice patterns, dominoes, doubles. Counting forwards and backwards in sequence. Estimate amounts Solving addition and subtraction problems - counting on or back to find the total. Number bonds to 5. Say the number that is one more than a given number.	Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally. Understanding the value of numbers / comparing numbers. Subitising smaller groups within a larger number. Verbally count beyond 20, recognising the pattern of the counting system. Estimate and compare amounts. Solve addition and subtraction sums using their own methods and ways of recording. Automatically recall number bonds to 5 and some number bonds to 10, including some double facts. Say the number that is one more and one less than a given number.
	Shape, Space and Measures	Continue and copy repeated patterns. 2D Shape Comparing length, height, weight and capacity. Sequencing familiar events.	Pattern and Symmetry 3D Shape Measure and compare length, height, weight and capacity. Time	Identify the pattern rule. 2D and 3D shape Tackle problems and predict length, height, weight and capacity. Time

		Exploring language linked to position and direction. Money	Using language and investigate position and direction. Recognising coins.	Using strategies of their own choice to explore spatial reasoning. Problem solving involving money
Understanding the World	People, Culture and Communities	Explore local area and create simple maps. Discuss special places. Similarities and Differences- Appearance, interests etc. Past and Present events in children's own lives.- Show and Tell. Celebrations and Family customs: Birthdays, Harvest, Bonfire Night, Diwali, Christmas - talk about similarities and differences between themselves and others.	Similarities and differences between life in this country and life in other county. Discuss how children have different beliefs and celebrate special times in different ways and shows sensitivity towards this. Celebrations and Family customs: Chinese New Year, Easter, Mother's Day	What grows in different environments with different climates. Drawing on experiences using observations, stories, non-fiction texts and maps (refer to the world map). Celebrations and Family customs: Eid, Father's Day.
	The Natural World	Similarities and differences in their environment, lives, people and objects. Seasonal Changes- Autumn / Winter Sensory walk Understand growth, decay and changes over time - seasons, life cycle of people. Comment and ask questions about the place they live and the natural world. Forest school visit.	Make observations of animals and talk about changes - how animals adapt to different environments. Understand how environments might vary from one another - contrasting environments. Explore changing states of matter - freezing and melting. Explore scientific concepts such as floating and sinking.	Explore the natural world around them make observations and drawing pictures of animals and plants. Understand the changes in the natural world around them - seasons, habitats. Minibeast classification - similarities and differences.
	Past and Present	Talk about people who are familiar to them - immediate family, pets, friends. Name and describe people who are familiar to them. Discuss experiences and celebrations.	Compare and contrast characters and animals in stories. Talk about the lives of people around them and their roles in society.	Reflect on the year that has passed. Discuss memories of the year - timeline.

			Know some similarities and differences between things in the past and now - draw on their experiences and what has been read in class.	
	Technology	Use iPads to take pictures of themselves, friends and local environment. Programme bee-bots	Use technology to find out about the past and the wider world from different sources.	Create videos of our memories from the past.
Expressive Arts and Design	Creating with Materials	<p>Art</p> <ul style="list-style-type: none"> * Colour Mixing * Creating representations of self and others. * Choosing and using colours appropriately. * Refine using a range of artistic effects. * Combining Materials * Creating textures * Adapting work where necessary <p>Design and Technology</p> <ul style="list-style-type: none"> * Using simple tools effectively. * Exploring construction materials. <p>Music & Dance</p> <ul style="list-style-type: none"> * Singing a range of songs and performing actions. * Explore the sounds of different instruments and exploring body movements. * Exploring a range of movements to music. * Tap out simple repeated rhythms. 	<p>Art</p> <ul style="list-style-type: none"> * Creating different textures * Exploring pattern and colour * Combining media to create different effects. * Give reasons for choices. * Adapting work where necessary <p>Design and Technology</p> <ul style="list-style-type: none"> * Using simple tools effectively. * Joining materials using a range of equipment. <p>Music & Dance</p> <ul style="list-style-type: none"> * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo. * Express feelings and understandings through dance and drama. <p>Design and Technology</p> <ul style="list-style-type: none"> * Using simple tools effectively. * Joining materials using a range of equipment. <p>Music & Dance</p> <ul style="list-style-type: none"> * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo. 	<p>Art</p> <ul style="list-style-type: none"> * Combining media to create different effects. * Evaluate and adapt work where necessary. * Share creations and explain the process they have used. * Develop their own ideas through experimentation with diverse materials. <p>Design and Technology</p> <ul style="list-style-type: none"> * Constructing with a purpose in mind. * Adapting and problem solving during construction activity. * Design and props for role play. <p>Music & Dance</p> <ul style="list-style-type: none"> * Create their own simple compositions. * Perform songs, rhymes, poems and stories.
	Being Imaginative and Expressive	Listens and joins in with new songs. Move to music in different ways.	Expresses likes, dislikes and feelings in response to music and songs.	Perform to others and watch others perform, making comments and expressing their feelings. Perform songs, rhymes and poems with others.

		<p>Creates representations of both imaginary and real life ideas, events, people and objects.</p> <p>Imaginative Play * Role Play- House, Bakery, Hospital, Vets, Santa's Grotto, Santa's Workshop, Nativity</p> <p>Small World</p>	<p>Plays cooperatively as part of a group to act out narratives and imaginary ideas.</p> <p>Creates representations of both imaginary and real life ideas, events, people and objects.</p> <p>Imaginative Play * Role Play- Travel Agents, Airport, Transport - bus/train etc, Cafes.</p> <p>Small World</p>	<p>Try to move in time with music.</p> <p>Develop storylines in pretend play.</p> <p>Imaginative Play *Role Play -Minibeast garden, Garden Centre,</p> <p>Small World</p>
RE		<p>Me, Others and The World Around Me</p> <ul style="list-style-type: none"> • School Values • I am Special • Harvest • Special People (Values) • Christmas 	<p>Jesus</p> <ul style="list-style-type: none"> • Stories Jesus Heard • Stories Jesus Told • Easter 	<p>Special Places, Things and Objects</p> <ul style="list-style-type: none"> • Friendship • Special Places • Prayer • Special Times