



Reception Class Long Term Plan 2021-2022

Careful consideration has been given to which themes, texts and experiences will excite the children and provide opportunities to teach the children what we want them to learn. Any themes we introduce are starting points for the children's play and learning as we are keen to develop themes following the children's interests and ideas. The themes we cover are very flexible and interests driven by the children are woven in our planning as they arise.

YR	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Literacy						
Core Texts	Whiffy Wilson goes to school Where the wild things are Bringing the Rain to Kapiti Plain	Room on a Broom Granddad island The Jolly Christmas Postman	Handa's Hen Little Red Croc and Bird	Super Daisy Supertato TurboDog meets Traction Man	Chicken Licken Hairy Maclary The Tiny Seed/ Errol's Garden	The 100 Decker Bus Journey Here we are
Non-Fiction types (Literacy / Topic)	Posters/labels; our bodies & hand washing Arial Maps; school/local area	Simple visual recipes, Menus, list, messages, cards, letters	Information texts about animals including websites, videos, leaflets and books	Designs/ Diagrams Diary's and reports	Instructions: How I Can Grow..., How I can care for... Dairy	Information texts; transport (old & new) Holiday brochures/ maps and globe
Focus	Writing their name and names of family members Labels, captions, developing/drawing a new character	Writing celebration cards and letters Lists, signs, labels, captions, invitations, (roleplay)	Posters (descriptive words) Drawing and labelling animals /characters Alternative character version of story.	Writing captions Simple sentences Speech bubbles thought bubbles (comics) Secret notes	Instructions; how to plant a seed. Character description leaflets and posters	Postcards and Letters Recount of trip to the beach Setting description Non- narrative
	re-telling (oral dictation)	Sequencing stories	Writing in role	Narrative (story writing)	Story Innovation and invention	
Phonics	<p>Pre Phonics (if needed)</p> <p>1. General sound discrimination – environmental/Body percussion</p> <p>2. Rhythm & rhyme</p> <p>3. Alliteration</p> <p>4. Voice sounds</p> <p>Stage One/Two; Sounds: s a t p i n m d g o c k e u r. h b f j v w x y z ff ll ss zz ck tch ch sh th ng nk qu</p> <p>-recognition, pronunciation & formation of phonemes/letters</p> <p>-Learning letter names of the alphabet</p> <p>-Segmenting/blending CVC words</p>	<p>Stage Three; Revisit taught sounds & teach root sound; ay, ee, igh, ow, oo, oo, ar, or, air, ir, oy, ou,</p> <p>-Initial consonant blends; sp fl sl cr dr</p> <p>-Word endings; ss -ll -ck -nk -ve</p> <p>-recognition, pronunciation & formation of phonemes</p> <p>-Spelling & reading CVC, CCVC, CVCC,</p> <p>- High Frequency word- Set 1</p> <p>-Hold & write a sentence/caption</p> <p>-Begin Paired reading: children apply their phonics skills using levelled text.</p>	<p>Stage Four; Revisit taught sounds and adjacent consonants</p> <p>-A focus on reading application</p> <p>-Spelling; grapheme choices, adding s/ve/se within words containing taught sounds (bags, give, house)</p> <p>Stage Five Families; ai ea ie oa ew aw are er oi ow ur ue au ore oor</p> <p>- Compare graphemes using Phoneme Spotters.</p> <p>- Build a sentence using sentence stem & by responding to the text.</p> <p>- Paired reading: Children answer simple questions from their levelled text.</p>			
Maths Number SS&M White Rose Scheme	-Baseline and assessment -Match and sort -Compare amounts -Representing and comparing 1-3 -Compare size, mass and capacity -Exploring pattern	-Representing and comparing 1-3 -Composition of 1-3 -Circles and triangles -Positional language -Representing numbers to 5 -1 more and less -Shapes with four sides -Time (sequencing)	-Introducing zero -Compare numbers to 5 -Composition of numbers to 5 -Compare mass (2) -Compare capacity 6, 7 and 8 -Making pairs -Combining two groups	-Length and height -Time -Building 9-10 -Compare numbers to 10 -Bonds to ten -3d shape -Pattern (2)	-Building numbers beyond 10 -Counting patterns beyond 10 -Spatial reasoning -Match rotate manipulate -Adding more and taking away - Spatial reasoning 2 -Compose and decompose	-Doubling -Sharing and grouping -Even and odd -Spatial reasoning (3) visualise and build -Deepening understanding -Patterns and relationships -Spatial reasoning (4) -Mapping
Physical Development Getset4PE	PE Fundamentals Unit 2	Gymnastics Unit 2	Ball Skills Unit 2	Dance Unit 2	Games Unit 2	Athletics & Assessment 2
	Fine motor and self-care skills					
PSED Jigsaw Units	Being Me In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Topics						
The World Natural World People and Communities/ Past and Present	<p>Celebrate Me! My home and Family; identifying how we are similar and different to our friends in class.</p> <p>My Environment and wider community; local features and maps - Our local Environment; woodland, parks, pond, river, field, road street etc.</p> <p>My Body, My Senses; Naming our body parts, sense and being healthy. Looking at how to look after myself (self-care such as dressing, outing on shoes/coast, washing hands etc)</p>	<p>Celebrations; Identifying & exploring community celebrations such as Bonfire night, Christmas, Harvest etc. Along with wider community celebrations such as Diwali.</p> <p>Family celebrations; wedding, birthdays etc Exploring the differences between how I and how others celebrate.</p> <p>Special Places; church</p> <p>Light and Dark Night/Day</p>	<p>Special People; talking about important people in our community and important people in history; linked to emergency services and occupations</p> <p>Amazing Animals; Comparing Animals and Places. Exploring animal features and their contrasting environments/ habitats Developing an understanding of the five classes of animals</p>	<p>Magic Materials; Investigating Materials and thinking about how they used and why (simple properties)</p> <p>Including Recycling; Exploring why and how we recycle.</p> <p>Changing states; observing changes to material (freezing, melting, combining). Commenting on and exploring changes to foods (cooking)</p>	<p>Growing and Change; Observing natural processes and changes Life Cycles; chicken, caterpillar, beanstalk/sunflower</p> <p>Farm: Explore why we have farms and what they produce Explore farms in other countries; where does our food come from?</p>	<p>Travel; Talking about and commenting on different countries and their traditions/culture through stories</p> <p>Different places; Comparing seaside, countryside, city etc</p> <p>Transport; naming and sorting different types of transport vehicles and looking at transport from the past.</p>
	Weather and Seasonal Change : One year with Kipper				Spring and Easter ; We're going on an egg hunt	



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Possible Topic Texts	Funny Bones The Family Book You Choose All Kinds of people Stuck Marvellous Me: Inside and Out	Scarecrows wedding Night Monkey, Day Monkey The Nativity Lanterns & Firecrackers Lighting a Lamp Kippers Birthday	Polar, polar bear what do you hear / Brown bear what do you hear We All Went On Safari Who's habitat is that? Emergency! Mog and the Vet	Three Little Pigs Traction Man is here Kippers Rainy Day The Queen's Knickers Biscuit Bear Building a Home The messy magpie	One tiny seed Oliver's Vegetables What the lady bird heard. The Enormous Turnip Duck in a truck	Aboard for the bobo road The Naughty Bus The Great explorer The Runaway train The World Around Me
Expressive Art & Design						
Creating with Materials	<u>Colour and Paints:</u> colour names, brushes, stamps, sponges, fingers, natural materials <u>Creating effects:</u> Scratching, dots, lines, shading, spatting, splashing, dripping, etc	<u>Joining materials</u> using simple tools ; PVA, glue stick, tape / scissors <u>Collage materials:</u> straw, wool, glitters, feathers, natural materials, sequins etc <u>Combining materials</u> for effect/purpose	<u>Drawing</u> using shapes / lines / marks/ patterns (zigzag etc) <u>Combing shapes</u> and lines to represent (draw) our Ideas <u>Mark making tools for effect:</u> pencils crayons, felts, chalk, paint etc <u>ICT</u> paint programmes	<u>Joining and combining materials</u> and design: split pins, clips, staples, papier-mâché weaving, texture <u>DT:</u> Creating models and constructing using card, tubes, fabrics, boxes, foil, string etc	<u>Colour:</u> Colour Mixing, choice and patterns. To explore alternative media; Watercolour, pastel, Ink, marbling <u>Shape and Symmetry:</u> irregular painting patterns, simple symmetry	<u>Drawing;</u> arrangement and detail – observation drawings and portraits <u>Textiles</u> tearing, cutting, overlapping, sticking and arranging shapes and materials for effect.
	Malleable	Rolling, spreading, patting and shaping using hands and simple tools			Handling, feeling, enjoying and manipulating materials, building & destroying, Shape and model with tools	
Being Imaginative	Singing and Rhyme Roleplaying known experience and events	Performance Singing and Dancing Retelling known stories using role-play	Instruments and sounds Building stories narrative using small world and puppet shows	Responding to music with our bodies (dance) Creating movements to match music and moving rhythmically	Listen to and respond to music Using music to accompany stories	Creating our own music and dance Acting out own stories with friends.
Trips and experiences	Library visit Local walk (woodland) Family Events	Harvest Festival Christmas Production Carol concert Trip to local church	Visit from emergency services; nurse, fire brigade and Police Zoo Trip	Cooking sessions Farm Trip	Duck/chick eggs in class Caterpillars in class	Seaside/Beach trip
Homework Quest	Family Fact File	Celebration Bonnet	Creating an Animal Mask	When I grow up I want to be.....	Growing a sunflower	Design a Boat