



St Michael with St Thomas CE Primary School

Reception Long Term Plan 2022–2023

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	Being Me in my World	People Who Help Us	Outer Space	Healthy Living	Growing & In the Garden	Under the Sea
	The topic 'Once Upon a Time' will also run throughout the year, in which children will explore traditional tales...					
Respecting Rights	Health Care Article 27	An education Article 28	Relax & Play Article 31	No discrimination Article 2	Health Care Article 24	Know their rights Article 42
Personal, Social and Emotional Development	<p>Learn daily routines and become aware of the boundaries and expectations. E.g. rainbow challenges (Rule of law)</p> <p>Develop confidence in speaking to others about own wants, needs, interests and in asking adults for help (Democracy)</p> <p>Keep play going by responding to what others are saying or doing. E.g. Children to act out the story of Goldilocks</p> <p>Engage in activities around Anti-bullying Week and learn to take steps to resolve conflicts with other children (Mutual Respect)</p> <p>Initiate conversations, e.g. asking questions to visitors, and taking account of what they say to develop understanding of job roles</p> <p>Learn about safety and start to consider some risks, e.g. road safety, risk assessing outdoor area</p> <p>Naming parts of the body</p>		<p>Becoming more outgoing towards unfamiliar people and develop confidence in new social situations</p> <p>Understanding that own actions affect other people and talk about how others show feelings. E.g. How do the characters in 'Whatever Next' feel at different points in the text?</p> <p>Show sensitivity to others' needs when exploring the lives of children of different cultures (Respect & Tolerance)</p> <p>Demonstrate the ability to speak in a familiar group and talk about their own ideas.</p> <p>Learn the need for a variety in food and show a basic understanding of practices that contribute to good health e.g. Good sleep routine, hand washing and screen time</p> <p>Manage own basic hygiene and personal needs, e.g. Changing for PE & putting on a wet suit for outdoor learning</p>		<p>Discuss how humans grow and talk about abilities by describing self in positive terms. Each child to share something they can do now but couldn't do when they were younger.</p> <p>Share baby pictures and discuss how they have changed physically</p> <p>Discuss transition to Year One and develop the confidence to say when they do or do not help (Individual Liberty)</p> <p>During transition activities, children will learn how to adjust their behaviour to different situations and develop strategies to take changes to routines in their stride</p>	
	Throughout the year, we will also use our Jigsaw PHSE materials to study the following topics:					



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	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Explore different ways of travelling, moving & balancing		Develop gross movement skills in continuous provision, both alone and with friends, e.g. using crates to build		Demonstrate good control in large and small movements	
	I can use cutlery independently & with good control		Use a range of equipment to develop my fine motor muscles, e.g. threading, sewing, spray bottles		Safely use a range of small and large resources, e.g. tyres, crates, trim trail.	
	Explore one handed tools & equipment showing preference for a dominant hand, e.g. snipping with scissors		Use a range of small tools safely & confidently e.g. pegs, paintbrushes, scissors		I can refine my skills in throwing, catching, kicking, passing, batting and aiming.	
	Use a comfortable grip with good control when using mark-making tools, e.g. pencils, pens, chalks		Form recognisable letters with a comfortable, controlled pencil grip		Handle equipment and tools effectively	
	Start to copy some letters, e.g. Letters in their name				Form letters correctly using clockwise & anti-clockwise movements	
Fundamental skills will also be taught throughout the year by an external provider. Children will also engage with balance ability sessions in the Autumn term						
Com. and Language	Learn to listen to others one to one and in small groups.		Maintain attention & concentrate during appropriate activity as taught inputs start to be extended		Give their attention to what others say and respond appropriately with comments and questions	
	I can share my own ideas and thoughts with others		I can talk about key events in my lifetime, e.g. birthdays, trips out, Christmas		Accurately anticipate key events and respond to these with relevant comments, questions or actions.	
	Listen to simple stories with increasing attention and recall, building familiarity and joining in with repeated refrains		Develop ability to follow a story without pictures/props, e.g. story meditation & audio books		Learn to answer how and why questions in response to stories & events	
	Start to build up vocabulary that reflects their experiences, when talking about their home, family & community		Learn & use prepositional language, e.g. under, behind		Use language to imagine and recreate roles and experiences, e.g. when acting out a traditional tale.	
	I can ask simple questions, e.g. what, where		I can talk about fiction and non-fiction books, and recall some rhymes, poems and songs.			
	I can listen carefully to rhymes and songs, paying attention to how they sound (phase 1 phonics)					
Maths	To support our children in developing early number sense, we use a 'Number of the Week' approach. Presenting numbers (0-20) individually, encourages children to deepen their understanding of numbers as they continually build upon what they know. This approach also allows for different aspects of maths to be presented alongside each other. The six main aspects that collectively underpin early maths are:					
	Counting Cardinality Comparison Composition Pattern Shape & Space Measures					



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Literacy	Name writing	Use clearly identifiable letters to communicate meaning	Use phonic knowledge to write words & simple sentences in ways which match their spoken sounds and some common irregular words			
	Give meanings to pictures they create (drawing, painting, etc)	Representing sounds/letters correctly and in sequence to write words.				
Writing	Start to form recognisable letters and use these to ascribe meaning, e.g. labelling Elma with an 'e'	Label and caption writing using finger spaces	Use finger spaces, full stops and capital letters			
	Understands the direction of print and writes left to right	Writing for a purpose – Reporting an event, letter/invitation to an alien, wanted poster for Evil Pea, Postcard to Handa, instructions for making a smoothie	Begin to develop cohesion, connecting ideas/events by writing a sequence of two or more sentences.			
	Writing for purpose, e.g. labelling work, letter to FC, wanted poster for Bugler Bill, accident report for Humpty Dumpty		Re-read own work to check it makes sense			
Understanding the World	Science topics that will be explored throughout the year are:					
	The Human Body	Seasons	Light & dark	Freezing & Melting	Life Cycles	Floating & Sinking
	Children will also develop their understanding of the world around them by exploring the following themes throughout the year:					
	People, Culture & Communities		Knows some of the things that make them unique	Exploring different ways of life by learning about different religious and cultural communities	Develop a positive attitudes about the differences between people.	
		Name and describe people who are familiar to them.	Explore African Festivals	Learn about special times & places for different communities, e.g. A mosque		
		Talk about family customs and routines	Celebrate Chinese New Year & Easter	To name different countries in the world and talk about differences and similarities		
		Learn about different occupations				
The Natural World	Exploring signs of Autumn & Winter		Discuss ways in which we adapt during different seasons (Healthy Living)	Make observations of animals and plants, drawing pictures which represent their understanding		
	Learning about animals that hibernate		Explore 'The Big 5' in Africa	Observe and discuss life cycles (seeds, chicks, caterpillar)		
	Discussing animals in relation to pets		Learn about night/day, including nocturnal animals	Explore and compare habitats, e.g. sea creatures & African safari animals, pets		
	Understand the need to respect and care for the natural environment and living things		Naming & learn about planets, the sun & the moon	Begin to understand the effect their behaviour can have on the environment, e.g. pollution		
		Explore similarities and differences between contrasting environments. E.g. different countries, different planets				



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Past & Present	Talk about past, present and future experiences in their own life, e.g. What did you do last night? What are you doing at the weekend?	Talk about past experiences in their families life, e.g. interview a grandparent about their life	Know some similarities and differences between things in the past and now by comment on images of familiar situations in the past				
Religious Education	Throughout the year we will also explore the following topics in Religious Education:						
	I am Special	Christmas	Stories Jesus Heard	Stories Jesus Told	Special Places	Special Times	
Expressive Arts and Design	Develop storylines in pretend play	Imitates movement in response to music and taps out simple repeated rhythms	Explore how sounds and colours can be changed	Realise that tools can be used for a purpose	Art Projects: Paint a self portrait Explore the work of Kandinsky	<p>Create simple representations of events, people and objects.</p> <p>Construct and creates with a purpose in mind, adapting work where necessary by returning to and refining ideas</p> <p>Select tools and techniques needed to shape, assemble</p> <p>Manipulates materials to achieve a planned effect</p> <p>Art Project: Create a rocket or spaceship Explore African tribal mask & patterns</p>	<p>Confidently experiment with design, texture, form and function, e.g. build a boat that floats</p> <p>Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Watch different performances, discussing and expressing feelings and responses</p> <p>Art Projects: Use pebble painting to create a minibeast Use recycling to create an under the sea creature</p>
	The role play enhancements will be changed on a half termly basis to correspond with our theme and support the children's developmental needs in being imaginative:						
	Home Corner Classroom/School role play	Emergency Services & Santa's Post office	Space Station Outdoor: People who help us	Fruit & Veg shop Outdoor: Superheros	Life Cycle Station & Garden Centre	Under the Sea Outdoor: Holidays	
Trips, Visitors & Experiences	Autumn walks in the Spinney Pumpkin carving Teddy Bear Picnic – 9/9	Visits from the services Walk to the post office Nativity Performance	School alien invasion World Book Day Food Tech: Rocket kebabs	Spring walk to local park Visit from/to Chester zoo Food Tech: Healthy Pizzas	Trip to the farm Delivery of eggs Dinosaur Day 19/5	End of EYFS Assembly Transition week End of year trip	
	During the year, the children will be encouraged to develop a range of skills that will allow for engagement, motivation and critical thinking. There three key characteristics that will run throughout the year. These are outlined below with some examples of how these characteristics present.						



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Characteristics of Effective Learning	Playing & Exploring	Active Learning	Creating & Thinking Critically
	Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activities Initiating activities and seeking challenge Showing a can-do attitude Taking risk and engaging with new experiences Learning by trial and error	Maintaining focus on an activity for a period of time Showing high levels of energy and fascination Persisting with activity when challenges occur Bouncing back after difficulties Enjoying meeting challenges for their own sake rather than external rewards or praise Being proud of what they have accomplished	Thinking of their own ideas Finding ways to solve problems Finding new ways to do things Making links and noticing patterns Making predictions and testing their ideas Changing strategies as needed Reviewing how well an approach worked