



St Michael with St Thomas CE Primary School

Reception Long Term Plan 2021–2022

	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	
	<p>I can use cutlery independently & with good control</p> <p>Explore one handed tools & equipment showing preference for a dominant hand, e.g. snipping with scissors</p> <p>Use a comfortable grip with good control when using mark-making tools, e.g. pencils, pens, chalks</p> <p>Start to copy some letters, e.g. Letters in theirs name</p>		<p>Use a range of equipment to develop my fine motor muscles, e.g. threading, sewing, spray bottles</p> <p>Use a range of small tools safely & confidently e.g. pegs, paintbrushes, scissors</p> <p>Form recognisable letters with a comfortable, controlled pencil grip</p>		<p>Safely use a range of small and large resources, e.g. tyres, crates, trim trail.</p> <p>I can refine my skills in throwing, catching, kicking, passing, batting and aiming.</p> <p>Handle equipment and tools effectively</p> <p>Form letters correctly using clockwise & anti-clockwise movements</p>	
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	
	<p>I can share my own ideas and thoughts with others</p> <p>Listen to simple stories with increasing attention and recall, building familiarity and joining in with repeated refrains</p> <p>Start to build up vocabulary that reflects their experiences, when talking about their home, family & community</p> <p>I can ask simple questions, e.g. what, where</p> <p>I can listen carefully to rhymes and songs, paying attention to how they sound (phase 1 phonics)</p>		<p>I can talk about key events in my lifetime, e.g. birthdays, trips out, Christmas</p> <p>Develop ability to follow a story without pictures/props, e.g. story meditation & audio books</p> <p>Learn & use prepositional language, e.g. under, behind</p> <p>I can talk about fiction and non-fiction books, and recall some rhymes, poems and songs.</p>		<p>Accurately anticipate key events and respond to these with relevant comments, questions or actions.</p> <p>Learn to answer how and why questions in response to stories & events</p> <p>Use language to imagine and recreate roles and experiences, e.g. when acting out a traditional tale.</p>	
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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<p>Literacy</p> <p>Comprehension</p>	<p>Listen to and start to recall familiar stories & rhymes</p> <p>Demonstrate some awareness of how stories are structured, naming the setting, key events and main characters</p> <p>Select books of interest & start to justify why they like some texts more than others, e.g. choice book for home reading & voting for our home time story (Democracy)</p> <p>Develop vocabulary and forms of speech through oracy activities.</p>	<p>Starts to build a repertoire of stories and rhymes, recalling titles of books</p> <p>Become more aware of the way stories are structured, beginning, middle, end.</p> <p>Begin to name the different parts of a book, e.g. title, cover, page numbers</p> <p>Use and understand recently introduced vocabulary during discussions about books and during role-play.</p>	<p>Confidently recall all traditional tales and stories</p> <p>Demonstrate understanding when talking with others about what they have read.</p> <p>Bginning to notice some relationships between one text and another, e.g. similar settings, characters</p> <p>Makes sensible predictions about what may happen in a text using their understanding of stories and parts of the book, e.g. front cover, blurb</p>
<p>Word Reading</p>	<p>Know that print carries meaning and has different purposes, e.g. labels, fiction, non-fiction</p> <p>Knows that, in English, print is read left to right, top to bottom.</p> <p>Understands the differences between words, letters, sounds and illustrations.</p> <p>Begin to match capital letters to lowercase letters using sounds learned so far</p> <p>Hear & say initial sounds, recognising when some words have the sound, e.g. penguin & pencil</p> <p>Beginning to read VC, and some CVC, words that are consistent with my phonic knowledge</p> <p>Recognise and read familiar words, such as own name and clap the amount to syllables in their name</p>	<p>I know that information can be retrieved from text</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can read some letter groups (digraphs and trigraphs)</p> <p>Start to show awareness that sentences start with a capital letter and end with a full stop.</p> <p>Can clap and count the number of syllables in new words, e.g. new vocabulary introduces through text</p> <p>Independently read CVC, and some CVCC, words that are consistent with my phonic knowledge</p> <p>Recognise and read some high frequency words</p>	<p>Confidently use books to develop my knowledge</p> <p>Can segment and blend some words of more than one syllable</p> <p>Use phonic knowledge to decode regular words, reading them aloud accurately.</p> <p>Recognise and read all Reception high frequency and common irregular words</p> <p>Read and understand simple sentences</p> <p>Play games involving alliteration and rhyming strings</p>
<p>We use the Read Write Inc. Phonics programme to teach our children to read, write and spell. This is taught daily throughout the whole year</p>			



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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		Create simple representations of events, people and objects. Construct and creates with a purpose in mind, adapting work where necessary by returning to and refining ideas Select tools and techniques needed to shape, assemble Manipulates materials to achieve a planned effect Art Project: Create a rocket or spaceship Explore African tribal mask & patterns		Confidently experiment with design, texture, form and function, e.g. build a boat that floats Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Watch different performances, discussing and expressing feelings and responses Art Projects: Use pebble painting to create a minibeast Use recycling to create an under the sea creature	
	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