



## Reception - Class 1 Long Term Plan 2021- 22

	Autumn		Spring		Summer	
	1 <sup>st</sup> Half (7 Weeks)	2 <sup>nd</sup> Half (7 Weeks)	1 <sup>st</sup> Half (6.5 Weeks)	2 <sup>nd</sup> Half (6 weeks)	1 <sup>st</sup> Half (5 weeks)	2 <sup>nd</sup> Half (7 weeks)
<b>Key topics</b>	<b>Marvelous me</b> -Settling in - Growing up - My Body - My senses - People who help us	<b>Celebrations</b> -Fireworks -Diwali -Birthdays -Christmas	<b>A journey through Time and Space</b> - Chinese New Year -Dinosaur World - Space -Light and Dark - Past and Future	<b>Spring has sprung on the Farm</b> - Growing and Planting - On the Farm - Life Cycles - Healthy me  FARM TRIP	<b>Let's Have an Adventure:</b> - Traditional Tales - Transport - Castles, Knights, Princesses and Dragons -	<b>Let's Have an Adventure</b> -Under the Sea - Pirates and Treasure Islands -Seaside Fun
	<b>Mr Men and Little Miss Characteristics of Effective Learning</b>					
<b>British Values</b> These weave throughout each half term.	<b>Rule of Law</b> - School Rules - Class rules - School Values Individual Liberty - Behaviour/ Circle Time - Positive play	<b>Mutual Respect and different faiths</b> - Fair Play - Diwali/ Remembrance/ Christmas Story	<b>Mutual Respect and different faiths</b> - Chinese New Year - Church Visit	<b>Democracy</b> - Being Fair - Looking after each other - Making Decision (voting)	<b>Democracy</b> - Emotions	<b>Recap and imbed all British Values</b>
<b>Personal, Social and Emotional Development.</b> (PSHE)	<b>Jigsaw: Being In My World.</b>  <b>Taking Care</b> (Couple of weeks into the term)  THRIVE	<b>Jigsaw: Celebrating Difference.</b>	<b>Jigsaw: Dreams and Goals.</b>	<b>Jigsaw: Healthy Me.</b>	<b>Jigsaw: Relationships.</b>	<b>Jigsaw: Changing Me.</b> Transition preparation.
<b>Physical Development</b> (PE)	<b>Best of Balls</b>	<b>Gymnastics Jumping, Jacks and Rock and Roll</b>	<b>Dance Dinosaurs</b>	<b>Gym in the Jungle</b>	<b>Dance till you drop</b>	<b>Games - The Olympics</b>

<p><b>Handwriting</b>  <b>Gross Motor Skills</b>  <b>Fine Motor Skills</b>  <b>Health &amp; Social care</b></p>	<p>Pencil Control: Following patterns / phonic letters taught so far.</p> <ul style="list-style-type: none"> <li>- Control small apparatus and travel under, over and through.</li> </ul> <p>HSC - Managing own personal hygiene.</p> <ul style="list-style-type: none"> <li>• Develop comfortable grip when using pens and pencils.</li> <li>• Using one handed tools and equipment i.e. scissors.</li> <li>• Learning how to use a knife and fork.</li> <li>• Continue to develop their movement, balancing and riding and ball skills.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Taking part in Group activities such as stuck in the mud and tag.</li> <li>• Using and remembering sequences and patterns of movement which are related to music and rhythm.</li> <li>• Increasing independence of getting dressed and undressed i.e. zips on coats etc..</li> </ul>	<p>Pencil Control: Following patterns / phonic letters taught so far.</p> <ul style="list-style-type: none"> <li>- Use simple tools to change materials.</li> <li>- Control small apparatus and travel under, over and through.</li> </ul> <p>HSC - Shows some understanding of the need for safety when tackling new challenges and managing some risks.</p> <ul style="list-style-type: none"> <li>• Funky finger weekly challenges.</li> <li>• Develop small motor skills in order to use a range of tools competently, safely and confidently.</li> <li>• Further develop the skills they need to manage the school day successfully such as lining up and queuing, meal times and personal hygiene.</li> <li>• Fundamental movement skills: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>	<p>Pencil control: Letter formations (focus on ladder letter formations and clusters- l, i, t, u, j, y)</p> <p>-Showing control with throwing, kicking, catching and patting.</p> <p>HSC - Know the importance for good health and how to keep healthy and safe in the sun.</p> <ul style="list-style-type: none"> <li>• Develop core muscle strength to achieve good posture - carpet time and table activities.</li> <li>• Know and talk about the different factors that support their overall health and well-being including physical activity, healthy eating, brushing teeth and being a safe pedestrian ect.</li> <li>• Develop body strength, coordination, balance and agility.</li> <li>• Combine movements with ease and fluency.</li> <li>• develop and refine ball skills: throwing and catching, kicking, passing, batting and aiming.</li> <li>• Discreet handwriting sessions focusing on letter families</li> </ul>	<p>Pencil control: Letter formations (focus on robot letter formations and clusters- r, b, n, h, m, k, p)</p> <ul style="list-style-type: none"> <li>- Show good control and co-ordination in large and small movements.</li> </ul> <p>HSC - Know the importance for good health and how to keep healthy and safe.</p> <ul style="list-style-type: none"> <li>• Pencil control: following, patterns slash phonics graphemes taught.</li> <li>• Begin to negotiate space on an obstacle safely.</li> <li>• Began to develop strength, balance and coordination when playing.</li> <li>• develop pencil control skills in preparation for fluent writing- develop use of tripod grip.</li> <li>• Continue to develop confidence when using small tools.</li> <li>• developed boring skills with a focus on accuracy and care.</li> <li>• Discreet handwriting sessions focusing on letter families.</li> </ul>	<p>Pencil control: Letter formations (focus on Caterpillar letter formations and clusters- c, a, d, o, s, g, q, e, f)</p> <ul style="list-style-type: none"> <li>- Handle equipment and tools effectively including pencils for writing.</li> </ul> <p>HSC - Manage own hygiene and personal needs successfully including dressing, and going to toilet independently.</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely with increasing consideration of themselves and others.</li> <li>• develop strength, balance and coordination when playing.</li> <li>• increasing confidence when using a pencil in preparation for fluent writing using tripod grip.</li> <li>• use a range of small tools in a range of contexts including scissors, paint brushes and cutlery.</li> <li>• Take care when drawing pictures.</li> <li>• pencil control: following patterns/graphemes taught.</li> <li>• Discreet handwriting sessions focusing on letter families.</li> </ul>	<p>Pencil control: Letter formations (focus on Caterpillar letter formations and clusters- w, v, z, x)</p> <ul style="list-style-type: none"> <li>- Hop confidently and skip in time to music.</li> <li>- Beginning to write letters on and line and control the size.</li> </ul> <p>HSC - Can make healthy choices in relation to eating and exercise.</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacle safely with considerations of themselves and others.</li> <li>• demonstrate strength, balance and coordination when playing</li> <li>• move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>• Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</li> <li>• Use a range of small tools including scissors, paint brushes and cutlery.</li> <li>• begin to show accuracy and care when drawing.</li> <li>• Pencil Control: following patterns/ phonics graphemes taught.</li> <li>• discreet handwriting sessions focusing on letter families.</li> </ul>
<p><b>Communication and Language</b></p>	<p style="text-align: center;"><b>Throughout the year the children will:</b></p> <ul style="list-style-type: none"> <li>➤ Enjoy listening to longer stories and talk about what has happened in the text to build familiarity and understanding.</li> <li>➤ Understand how to listen carefully and why listening is important.</li> <li>➤ Develop their vocabulary and use this new vocabulary through their day.</li> <li>➤ Ask questions to find out more and check they understand what has been said to them.</li> <li>➤ Participate in circle times where they would describe events in some detail.</li> <li>➤ Explain how things work and why they might happen.</li> </ul> <p style="text-align: center;"><b>Working towards end of year ELG's - Speaking, Listening, Attention and Understanding.</b></p> <ul style="list-style-type: none"> <li>➤ Participate in small group, class and one to one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from short stories, non-fiction, rhymes and poems where appropriate.</li> </ul>					

	<ul style="list-style-type: none"> <li>➤ Express that ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>➤ Listen attentively and respond to what they hear with relevant questions, comments and actions were being read to and during whole class discussions and small group interactions.</li> <li>➤ Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>➤ Whole conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>					
<b>CL and Literacy</b> Traditional Tale	The Three Little Pigs	Goldilocks and the Three Bears	Cinderella	Jack and the Beanstalk	Little Red Riding Hood	The Three Billy Goats Gruff
<b>CL and Literacy</b> Other texts to supplement/ Story times  <b>Word Reading</b> Topics led by Texts  <b>Writing</b> Topic Based  <b>Comprehension</b>	Mr Me and Little Miss, The Colour Monster, The day the Crayons Quit, The huge bag of worries, We are all Different, Elmer, Super Worm, Marvellous Me, What makes me a me? Funny Bones, Polar Bear, Polar Bear, what do you hear? Brown Bear, Brown Bear, what do you see? Charlie the Firefighter. Non- Fiction: Our Bodies, Our Senses, Autumn Non fiction. Nursery Rhymes Poetry - All about me. The Great big Cuddle	Sparks in the Sky, Dipal's Diwali, Ram and Sita, Kippers Birthday, You must bring a hat, The Jolly Christmas Postman; Stickman; The Gruffalo; Twas the night before Christmas Non-Fiction - Fireworks, Diwali, The Christmas Story Nursery Rhymes and Firework Poetry	Dragons in the City, How to grow a dinosaur; Dinosaurs love Underpants; Harry and a Bucketful of Dinosaurs. Whatever Next; Aliens Love Underpants; Beegu, How to catch a star. Non-Fiction - Chinese New Year, Dinosaurs & Space Nursery Rhymes and Poetry	The Very Hungry Caterpillar; What the Ladybird Heard; The Bad Tempered Ladybird; Rosie's Walk; Little Red Hen; A Squash and a Squeeze; Jasper's Beanstalk, Jack and the Jellybean Stalk. Non-Fiction - Farms and Plant growing, Spring, Animal Babies Nursery Rhymes and Poetry	The Jolly Postman, The Naughty Bus; The Train ride; Mr Grumpy's Motor Car; Mrs Armitage on Wheels; Zog, Room on a Broom; The Knight that wouldn't fly; The Paper bag Princess; Small Knight and George and the Royal Chocolate cake. Non-Fiction - Transport and Castles Nursery Rhymes and Poetry	Fiddler; Sharing Shell; Bright Stanley, Commotion in the Ocean; The Rainbow Fish; The Fish that could wish; The Pirates Next door; The Night Pirates; Portside Pirates; Kippers Sunny Day, Grandma's Beach Non-Fiction - Oceans, Sea Creatures Nursery Rhymes and Poetry
<b>Phonics</b>	Letters and Sounds (See separate LTP)					
<b>Mathematics</b> White Rose Maths <b>Number</b> <b>Number pattern</b>	<b>(Baseline Assessments)</b> - Numberblocks 1-5 - Counting Rhymes - Number Recognition	- Numberblocks 1-10 - Counting Rhymes - Number Bonds to 5 - 1:1 correspondence when counting objects	- Numberblocks 12-18 - Addition and Subtraction - Combining two groups - Comparing two groups to 10	- Numberblocks 18 - 20 - Numberbonds to 10 - Addition and Subtraction - Combining two groups - Comparing two groups and finding totals	- Revisit Numbers 1-20 - Counting forward and backwards to 20 - Counting on and backwards - Doubling/Halving - Odds and Evens	- Representing simple number sentences. - Solving problems including doubling/halving and sharing

	<ul style="list-style-type: none"> <li>- 1:1 correspondence when counting objects</li> <li>- Find one more / one less</li> <li>- 2D shapes</li> <li>- Comparing Groups</li> </ul>	<ul style="list-style-type: none"> <li>- Find one more / one less</li> <li>- 2D shapes</li> <li>- Comparing Groups</li> <li>- Measure</li> </ul>	<ul style="list-style-type: none"> <li>- Numberbonds to 10</li> <li>- 3D shapes</li> <li>- Spatial awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity</li> <li>- Money</li> </ul>	<ul style="list-style-type: none"> <li>- Length and Height</li> <li>- Distance</li> </ul>	<ul style="list-style-type: none"> <li>- Count in groups of 2's,5's, &amp; 10's</li> <li>- Numberbonds to 20</li> <li>- Pattern</li> <li>- Weight</li> <li>- Review and Revisit</li> </ul>
<p><b>Understanding the world</b></p> <p>T- Technology TW- The World PC- People and Cultures</p> <p><b>RE</b> (Warwickshire Agreed Syllabus)</p>	<p align="center"><b>Ongoing throughout the year: Digital Citizenship- Reception (Basic Personal Information).</b></p>					
	<p>T - Using familiar technology e.g. Cameras, phones, iPads. TW - Talk about aspects of their familiar world Developing an understanding of changes over time e.g. themselves, seasons. PC - Shows interest in the lives of those familiar to them. Talk about significant events in their own experience.</p> <p>F1: Which stories are special and why? (Believing)</p>	<p>T - Complete a simple programme on a computer, purplemash firework picture. TW -Learning about similarities and difference between people and celebrations. Diwali, birthdays and Christmas. PC - How people celebrate traditions differently.</p> <p>F2: Which people are special and why? (Believing)</p>	<p>T -Operating simple equipment (BeeBots) Photos, Ipads, Mouse Skills TW - Similarities and difference between materials and change. Comparing places, hot/cold, old/new, night and day. PC - What makes them unique, people have different likes and dislikes.</p> <p>F3: Which places are special and why? (Expressing)</p>	<p>T - Programming software for a desire effect, moving a mouse or Beebots to complete instructions. TW - Similarities and differences between material and change. Changes that happen to animals (Life Cycle). PC - People's customs and traditions and explain why they are important to them. Easter and Mother's Day.</p> <p>F4: Which times are special and why? (Expressing)</p>	<p>T - Recognise that a range of technology is used in places such as homes and schools. TW - Make observations of plants and explain why somethings occur and talk about the changes. PC - Find out about past events in their lives and why they are special.</p> <p>F4: Which times are special and why? (Expressing)</p>	<p>T - Using a keyboard (spacebar, backspace, number pad, keys, letters and shift). TW - Know that the environment and living things are influenced by human activity. PC - To know that other children don't always enjoy the same thing and be sensitive to this.</p> <p>F4: Which times are special and why? (Expressing)</p>
<p><b>Expressive Arts and Design.</b> Art and Design (Skills applied across the year)</p>	<p align="center">Sketching and drawing- enclose space and begin to represent objects. Painting- use tools to apply paint, explore colour and how colours can be changed. Sculpture- manipulate materials to achieve a planned 3D effect. Printing- experiment with different materials to produce a printed image. Collage- Explore a variety of different materials. Experiment with colour, design and texture. Appreciation of artists- talk about what they like or don't like. Know what an artist is.</p>					

<b>Expressive Arts and Design.</b> <b>Access Art Activities</b>	<b>Artists - Kandinsky, Warhol</b> <ul style="list-style-type: none"> <li>- Explores colours and how it can be changed.</li> <li>- Self portrait "Every Child is an artist".</li> <li>- Begins to build a repertoire of songs and dances.</li> <li>- Engages in role play based on first hand experiences.</li> </ul>	<b>Artists - Klimt, Picasso</b> <ul style="list-style-type: none"> <li>- Realise that tools can -used for a purpose, experiments to create different textures.</li> <li>- Feely pictures</li> <li>- Natural world colours/ textures and materials.</li> <li>- Mendhdi hands, firwork pictures, Christmas cards</li> <li>- Christmas play including role play, songs and production.</li> <li>- Builds stories around toys.</li> </ul>	<b>Artists - Mondrian</b> <ul style="list-style-type: none"> <li>- Using different media to create new effects.</li> <li>- Exploring the Power of Creativity</li> <li>- Create simple representations of events, people and objects, writing, art and dances.</li> </ul>	<b>Artists - Andy Goldsworthy</b> <ul style="list-style-type: none"> <li>- Constructs with a purpose in mind, using a variety of resources. E.g. Homes for chicks.</li> <li>- Understanding identify and exploring relationships- Making Finger Puppets.</li> <li>- Mother's Day Cards</li> <li>- Pastel drawings</li> <li>- Patterns on Easter Eggs</li> <li>- Introduce a storyline or narrative into their play</li> </ul>	<b>Artists - Seurat</b> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques. E.g planting a seed, creating and subject from a narrative (Castle)</li> <li>- Marbling Monster Trucks</li> <li>- Choosing different ways to represent out ideas, thoughts and feelings.</li> </ul>	<b>Artists - Mattise, Van Gough, Monet</b> <ul style="list-style-type: none"> <li>- Explore how their ideas can be combined and changed.</li> <li>- Sea Creatures Artwork.</li> <li>- Drawing spirals (revisit- link to snails- Drawing Spiral Snails).</li> <li>- Using instruments to retell stories.</li> </ul>
<b>Expressive Arts and Design.</b> <b>Music</b>	<b>Charanga: Me!</b>	<b>Charanga: My Stories!</b>	<b>Charanga: Everyone!</b>	<b>Charanga: Our World</b>	<b>Charanga: Big Bear Funk</b>	<b>Charanga: Reflect, Rewind and Replay.</b>