

Long Term Planning RECEPTION 2022-23

	AUTUMN		SPRING		SUMMER	
	TOPIC: SUPERHEROES TO THE RESCUE 	TOPIC: BA BAKE OFF 	TOPIC: DIGGING FOR DINOSAURS 	TOPIC: HOW DOES YOUR GARDEN GROW 	TOPIC: MAD ABOUT MINIBEASTS 	TOPIC: Around the world 
Sticky knowledge documents	History: Local superhero figures from the past	Science: materials Geography: maps, countries around the world, contrasting environments	History: paleontology, historical figure – Mary Anning, settings/ events from the past Science: animals	Science: plants	Science: animals, living things and their habitats	Geography: maps, countries around the world, contrasting environments
CELEBRATIONS (RE taught weekly alongside)	none this ½ term	Christmas/ Christingle Diwali Eid	Chinese New Year Easter	Eid (will fall within this term)		none this ½ term
CORE TEXTS – Drawing club weekly	See separate drawing club overview document					
Nursery Rhymes	Ten in the Bed 5 Currant Buns	Hey Diddle Diddle Miss Polly	Rock a Bye Baby A Sailor Went to Sea	Hokey Cokey Jack and Jill	Mary had a Little Lamb The Grand Old Duke of York	Old McDonald This Old Man
Poems	Boing Boing	I went	Flying	An Accident	Party Time	Don't Squash
HOOK (In the first week of the new topic to capture chn's interest)	Superhero and profession dress up and role play in class	Ingredients mixing	Dinosaur experiences in the classroom	Planting a seed	Having caterpillars	Countries taste testing Weather watchers experience
OUTCOME (final 'showpiece' to complete the topic)	Visits from 'real life' superheroes e.g. fire service	Baking gingerbread men	Forest school dinosaur themed	Parents invited in to see our EYFS garden/plants	Forest schools hunt for minibeasts	Reception sports day and mini Olympics day
Experiences	Emergency services visit	Baking workshop in secondary	Trip – YWP? Forest school	Park trip – signs of Spring	Caterpillars, chicks	Mini Olympic games – secondary sport
STAY & PLAY FOCUS (one per term)	50 things to do before you're 5 launch # den building # making connections – paper dolls # making potions		TBC		TBC	
Personal, Social and Emotional Development	Identify and moderate their own feelings socially and emotionally. Manage their own needs. Build constructive and respectful relationships. Think about the perspectives of others. Show sensitivity to their own and to others' needs.		Express their feelings and consider the feelings of others. See themselves as a valuable individual. Show resilience and perseverance in the face of challenge. Set and work towards simple goals, being		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Manage their own basic hygiene and personal needs,	

		able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.	including dressing, going to the toilet and understanding the importance of healthy food choices.
NOTES	Reception and ELG statements have been split into terms to allow for extra focus and likely points of children's development. All statements should be covered throughout year through circle times, conversation, day-to-day activities etc.		
Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their 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. Connect one idea or action to another using a range of connectives.
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Physical Development	GMS: Movement in a range of ways: revise/refine their skills. Go Noodle, Dough Disco etc. to control movements, develop control/grace/ sequencing of steps. Use a variety of equipment: safety of setting up/putting away, avoiding obstacles, balance and negotiate space. Opportunities for chn to move energetically with large movements: balance bikes, sports equipment, balancing equipment, construction, den building etc. FMS: skills for cutting, cutlery, brushes, mark making tools (pencils etc), use of tripod grip consistently. Refine ball skills – patting, bouncing, catching etc. Opportunities for observational drawing – care and accuracy. Self-care: manage 'out of class' time e.g. queuing, dinner time, waiting. Healthy lifestyles: food/drink, screen time, hygiene etc.		
NOTES	These skills should be ongoing throughout the year, consolidating and refining skills.		
Literacy	RWInc expectation Aut 1: read set 1 letter sounds and oral blending. RWInc expectation Aut 2: read set 1 letter sounds and oral blending when adult segments. Read individual letters by saying the sounds for them.	RWInc expectation Sp 1: blend sounds to read words with set 1 sounds in them. Read photocopy ditties RWInc expectation Sp 2: blend sounds to read words with set 1 sounds in them. Teach set 1 special friends. Read red books. Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories,	RWInc expectation Sum 1: begin learning set 2 sounds. Read green books. RWInc expectation Sum 2: continue learning set 2 sounds. Read green and purple books. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Say a sound for each letter in the alphabet and at least 10

		non-fiction, rhymes and poems and during role-play. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	digraphs; Read some letter groups that each represent one sound and say sounds for them. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write simple phrases and sentences that can be read by others.			
Ongoing skills throughout the year	Read words consistent with their phonic knowledge by sound blending; Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters;					
Maths Refer to Mastering number LTP for half termly break down	- Count objects, actions and sounds (register time, tidying up, lining up, counting out pieces of fruit at snack time, songs and stories including counting/numbers) - Subitise (up to 4 or 5). - Link the number symbol (numeral) with its cardinal number value. - Count beyond ten (verbally, linking numeral to verbal counting) - Compare numbers (use vocabulary: ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’) - Understand the ‘one more than/one less than’ relationship between consecutive numbers. SSM: - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Continue, copy and create repeating patterns. - Compare length, weight and capacity. Explore the composition of numbers to 10: 2,3,4,5 initially, then up to 10 (visual models: 10 frames, dice etc. Conceptual subitising, partitioning & recombining). - Automatically recall number bonds for numbers 0–10. - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. SSM SHOULD STILL BE TAUGHT: 2D & 3D shape names and properties, positional language, length, weight, height using mathematical language and making comparisons, money. Problem solving and ordering within these contexts. - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
Understanding of the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about the lives of the people around them and their roles in society. Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and	First visit of objectives: Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when	Revisit during all celebrations: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past.	Revisit during all celebrations: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them, making observations and drawing pictures of animals and plants;	Revisit during all celebrations: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Throughout year: seasonal	Revisit during all celebrations: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Revisit of objectives: Recognise some similarities

	changing states of matter. Understand the effect of changing seasons on the natural world around them.	appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.	Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them. Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.	walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.	and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Throughout year: seasonal walk. Paint a scene – display and revisit on topic wall Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand the effect of changing seasons on the natural world around them.
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POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	'Real life' superheroes and their roles, chn as superheroes- theirs/ family history (baby & family photos)	Diwali and Christmas/Christingle. Traditional recipes, roles in society- chefs etc. Recipes from other cultures and countries, locate countries on a map. Processes and change during cooking, changing states of matter, contrasting countries for different recipes.	CNY, explore life in China, Easter. Become paleontologists: use/create maps to dig for dinosaur bones. Study a paleontologist from the past.	Eid What grows in UK and other countries – contrasting life in other countries, locate countries on a map. Observing/drawing plants, where things grow, processes/change in natural world, seasonal changes for growth.	Observing/ drawing animals and their habitats, minibeast life cycles (processes and changes in natural world)	Outdoor exercise/ obstacle courses. Recipes and making healthy foods Trying food from other countries Trying sports from other countries Sorting healthy/ unhealthy foods – how do different food types help our bodies?
NOTES	Reception and ELG statements have been split into terms in accordance with topic links/ opportunities for coverage. Coverage should not be limited by topics – follow chn's interests and developmental needs.					
Expressive Arts and Design	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Art focus: colour mixing and printing Artist: Kandinsky Use chrome music lab - Kandinsky		Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Share their creations, explaining the process they have used. Sing a range of well-known nursery rhymes and songs. Art focus: observational painting of a setting Artist: Henri Rousseau		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role-playing characters in narratives and stories. Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. Art focus: creating artwork by tearing/layering paper Artist: Matisse	
POSSIBLE ACTIVITIES TO CAPTURE CHN'S INTERESTS	Make superhero masks. Role play: Hospital/ Drs to act out being real life superheroes	Giant gingerbread man, bakery role-play, make your own gingerbread house, various cooking/baking activities; make your own playdough, making props. Role play: playdough kitchen Small world: fairy tale masks, props etc. to act out core stories	Act out CNY animals story (role play area) Role play: dino den building – settings Small world: dinosaurs	Planting own seeds, cress heads, observational drawing/paintings, label plants, split pin bears, make porridge. Role play: farm small world Small world: builder's tray with growing resources, plant seeds over holidays to begin growing	Making various minibeasts e.g. using egg cartons. Role play: minibeast explorers Small world: Minibeast habitats	Focus on ELG skills – consolidation of key skills: cutting letter formation using variety of media Role play
NOTES	Small world always set up with range of other unrelated resources – allow for open-ended play throughout the year. Allow for open-ended role-play across provision. See experiences document for detail of visits, visitors and trips. Reception and ELG statements have been split into terms in accordance with topic links/ opportunities for coverage, and likely points of children's development. Coverage should not be limited by topics – follow chn's interests and developmental needs.					