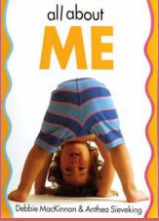



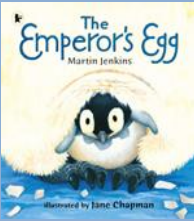
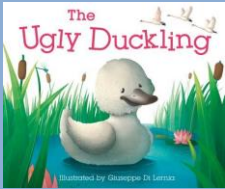
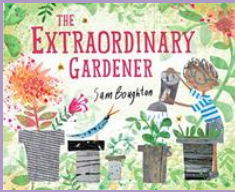

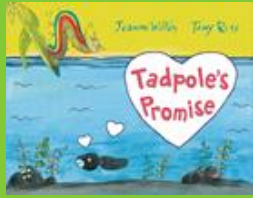





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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	<p>ALL ABOUT ME</p> <p><i>Myself, my family, the community, feelings & emotions</i></p>	<p>WONDEROUS WORLD</p> <p><i>Adventure, surroundings, individuality, differences</i></p>	<p>DISCOVERY</p> <p><i>Animals, eggs, hatching, changes, seasons</i></p>	<p>LET'S GROW</p> <p><i>Planting, growth, nature, seasons</i></p>	<p>AMAZING ANIMALS</p> <p><i>Animals, habitats, minibeasts, lifecycles</i></p>	<p>OFF WE GO</p> <p><i>Transport, journey's, transition</i></p>
Key Texts	<p>All About Me by Debbie Mackinnon</p>  <p>The Colour Monster by Anna Llenas</p> 	<p>Wild by Emily Hughes</p>  <p>What We'll Build by Oliver Jeffers</p> 	<p>The Emperor's Egg by Martin Jenkins</p>  <p>The Ugly Duckling by DK Publications</p> 	<p>The Extraordinary Gardner by Sam Boughton</p>  <p>Jack and the Beanstalk by DK Publications</p> 	<p>Tadpole's Promise by Jeanne Willis</p>  <p>Minibeasts by Victoria Munson</p> 	<p>Naughty Bus by Jan and Jerry Oke</p>  <p>Once Upon an Ordinary School Day by Colin McNaughton</p> 
Personal, Social & emotional development	<p>Build relationships with peers and adults.</p> <p>Develop their sense of responsibility in the community.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Participate in pretend play.</p> <p>Make healthy choices about food, drink, activity and tooth brushing.</p>	<p>Participate in pretend play with different roles e.g. being the Gruffalo.</p> <p>Beginning to negotiate conflicts in play.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Manage their own needs (personal hygiene).</p> <p>Know and talk about different factors that support their overall health and wellbeing: - healthy eating – tooth brushing - having a good sleep routine.</p>	<p>Think about the perspectives of others.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Show sensitivity to their own and to others' needs.</p>

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<p>Communication & Language</p>	<p>Uses full sentences with joined up words like 'because', 'or', 'and'.</p> <p>During conversations is able to use the future and past tense.</p> <p>Beginning to develop their pronunciation e.g. r, j, th, ch and sh.</p> <p>Sing a repertoire of songs.</p> <p>Engage in story times.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary and use through the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use new vocabulary in different contexts.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>
<p>Physical Development</p>	<p>Develop the use of one-handed tools such as scissors</p> <p>Begin to show preference for dominant hand</p> <p>Use a comfortable pencil grip with increasing control</p> <p>Become increasingly independent when getting dressed/undressed</p> <p>Develop management of the school day – lining up, personal hygiene</p> <p>Advance gross-motor muscles by skipping, hopping and balancing.</p>	<p>Refine the fundamental movement skills already acquired e.g. rolling, crawling, walking, jumping, running, climbing etc.</p> <p>Progress towards more fluent style moving, with developing control and grace.</p> <p>Use core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop overall body strength, coordination, balance and agility.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop and refine ball skills; catching, throwing, kicking, passing, aiming.</p>	<p>Continue to develop overall body-strength, balance, co-ordination and agility.</p> <p>Continue to further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically: running, jumping, hopping, dancing, skipping and climbing.</p> <p>Use a range of small tools: scissors, paint brushes, cutlery.</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Hold a pencil effectively in preparation for fluent writing.</p> <p>Use a tripod grip in almost all cases.</p> <p>Continue to show accuracy and care when drawing.</p>

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<p>Literacy</p>	<p>Use some print and letter knowledge in early writing (e.g. making a shopping list) .</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds.</p> <p>Begin to form letters with care.</p> <p>Begin to hear initial and end sounds in words.</p> <p>Extend vocabulary whilst using full sentences.</p>	<p>Hear initial, end and some medial sounds in words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few Tricky Words matched to the school's phonic programme (Little Wandle).</p> <p>Begin to use 5 finger rule.</p> <p>Use phonic knowledge to spell simple words and write simple captions.</p> <p>Describe characters and plot.</p>	<p>Re-read books to build confidence in word reading.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words that use known letter-sound correspondences.</p> <p>Re-read what has been written to check it makes sense.</p> <p>Extend vocabulary through retelling known stories.</p>	<p>Demonstrate understanding of what has been read by retelling stories.</p> <p>Anticipate key events in stories.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories & during roleplay.</p> <p>Read aloud simple sentences and books, which are consistent with their phonic knowledge, including some tricky words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Phonics</p>	<p>Little Wandle Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky Words is I the</p>	<p>Little Wandle Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Word Reading words with -s /s/ - s /z/ added at the end</p> <p>Tricky Words put pull full as and has his her go no to into she push he of we me be</p>	<p>Little Wandle Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Word Reading Words with double letters Longer words</p> <p>Tricky Words was you they my by all are sure pure</p>	<p>Little Wandle Phase 3 Graphemes Review Phase 3</p> <p>Word Reading Words with double letters, Longer words Words with two or more digraphs Words ending in -ing Compound words Words with s /z/ in the middle Words with -s /s/ /z/ -es/z at the end</p> <p>Tricky Words Review all taught so far</p>	<p>Little Wandle Phase 4 Word Reading Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words Compound words Words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est</p> <p>Tricky Words said so have like some come love do were here little says there when what one out today</p>	<p>Little Wandle Phase 4 Word Reading Phase 3 long vowel Graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC longer words Words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</p> <p>Tricky Words Review all taught so far</p>
<p>Mathematics</p>	<p>Count aloud to 10.</p> <p>Say one number for each item in order 0-10.</p> <p>Know that the last number reached when</p>	<p>Count objects, actions and sounds.</p> <p>Count aloud to 10 and beyond.</p> <p>Understand the 'one more</p>	<p>Develop an understanding of size and measure: ordering objects by length, height, weight and capacity.</p> <p>Talk about and explore 2D shapes- square, rectangle,</p>	<p>Develop an understanding of number composition to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting)</p>	<p>Number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Compare quantities up to 10 in different contexts,</p>

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	<p>counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 10.</p> <p>Develop number recognition 0-10.</p> <p>Place numbers 0-10 in order.</p> <p>Develop number formation 0-10.</p> <p>Develop fast recognition of objects, without having to count them individually ('subitising').</p>	<p>than/one less than' relationship between consecutive numbers. Develop number recognition 11-20.</p> <p>Place numbers 11-20 in order.</p> <p>Develop number formation 11-20.</p> <p>Comparing quantities with accurate vocabulary e.g. 'more than', 'fewer than'.</p> <p>Number patterns (odd and even numbers)</p> <p>Repeating patterns.</p>	<p>triangle, and circle.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Begin to explore the composition of numbers (<i>number bond aliens</i>).</p>	<p>Use quantities and objects to add and subtract two single-digit numbers.</p> <p>Explore the concepts of doubling, halving and sharing.</p>	<p>up to 5.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p>Understanding of the world</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about members of immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Show an interest in different occupations</p> <p>Understand that some places are special to members of their community.</p>	<p>Explore how things work.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore the natural world around them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Describe what they see, hear and feel whilst outside.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>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.</p>	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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.</p> <p>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.</p>

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<p>Expressive Arts & Design</p>	<p>Take part in simple pretend play, using an object to represent something else.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Join different materials and explore different textures.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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