



Reception Long Term Plan 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>	<p>Storytime</p> <p>Storytelling</p> <p>Song & Rhyme</p> <p>All About Me Box</p> <p>Domestic Role Play</p> <p>Small World Activities in provision</p> <p>Sound Discrimination: Clapping patterns, Silly Soup etc.</p>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p>



	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine 	<p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian
Physical Development	<u>Locomotion:</u> <u>Walking and Jumping</u>	<u>Ball Skills Hands 1</u>	<u>Gymnastics:</u> <u>High, Low, Over, Under</u>	<u>Dance</u> <u>Nursery Rhymes</u>	<u>Ball Skills Feet</u>	<u>Games For Understanding</u>
Literacy	<p>Core Texts:</p> <p>Owl Babies</p> <p>What Makes Me a Me</p> <p>BHM: The Colours of Us</p>	<p>Core Texts:</p> <p>Binny's Diwali</p> <p>Whatever Next?</p> <p>Maye Among the Stars</p>	<p>Core Texts:</p> <p>Supertato</p> <p>The Jolly Postman</p>	<p>Core Texts:</p> <p>The Odd Egg - by Emily Gravett</p> <p>The Little Red Hen</p>	<p>Core Texts:</p> <p>The Bog Baby</p> <p>The Snail & The Whale</p> <p>RWI Phonics</p>	<p>Core Texts:</p> <p>We're Going on a Bear Hunt</p> <p>The Gruffalo</p>



	<p>RWI Phonics – Set 1 Speed Sounds</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation (Initial Sounds & Name writing)</p>	<p>The Snowman</p> <p>RWI Phonics</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation (Initial Sounds & Name writing)</p>	<p>Chinese New Year (non-fiction)</p> <p>Are you a Boy or are you a Girl?</p> <p>RWI Phonics</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation (Initial Sounds & CVC Words)</p>	<p>Science Week TBC</p> <p>RWI Phonics</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation, writing CVC Words and simple sentences</p>	<p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation, writing CVC Words and simple sentences</p>	<p>Hike</p> <p>RWI Phonics</p> <p>Weekly Adult Focus: Mark Making/Speaking & Listening to build new vocabulary</p> <p>Letter Formation, writing CVC Words and simple sentences</p>
<p>Maths</p>	<p>Subitise</p> <ul style="list-style-type: none"> Perceptually subitise within 3 Identify sub-groups in larger arrangements Create their own patterns for numbers within 4 Practice using their fingers to represent quantities which they can subitise Experience subitising in a range of contexts, including 	<p>Subitise</p> <ul style="list-style-type: none"> Continue from first half-term Subitise within 5, perceptually and conceptually, depending on the arrangements. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> Continue to develop their counting skills Explore the cardinality of 5, linking this to dice 	<p>Subitise</p> <ul style="list-style-type: none"> Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part 	<p>Subitise</p> <ul style="list-style-type: none"> Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> Continue to consolidate their understanding of cardinality, working with larger numbers within 10 Become more familiar with the 	<p>Subitise</p> <ul style="list-style-type: none"> Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number Subitise structured and unstructured 	<p>Consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>



	<p>temporal patterns made by sounds.</p> <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting Have opportunities to develop an understanding that anything can be 	<p>patterns and 5 fingers on 1 hand</p> <ul style="list-style-type: none"> Begin to count beyond 5 Begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot Explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching Compare sets by matching, seeing that 	<ul style="list-style-type: none"> Experience patterns which show a small group and '1 more' Continue to match arrangements to finger patterns. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> Continue to develop verbal counting to 20 and beyond Continue to develop object counting skills, using a range of strategies to develop accuracy Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 Order numbers, linking cardinal and ordinal representations of number. <p>Composition</p> <ul style="list-style-type: none"> Continue to explore the composition of 5 	<p>counting pattern beyond 20.</p> <p>Composition</p> <ul style="list-style-type: none"> Explore the composition of odd and even numbers, looking at the 'shape' of these numbers Begin to link even numbers to doubles Begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>patterns, including those which show numbers within 10, in relation to 5 and 10</p> <ul style="list-style-type: none"> Be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers Continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> Explore the composition of 10 <p>Comparison</p> <ul style="list-style-type: none"> Order sets of objects, linking this to their understanding of the ordinal number system. 	
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	<p>counted, including actions and sounds</p> <ul style="list-style-type: none"> • Explore a range of strategies which support accurate counting. <p>Composition</p> <ul style="list-style-type: none"> • See that all numbers can be made of 1s • Compose their own collections within 4. <p>Comparison</p> <ul style="list-style-type: none"> • Understand that sets can be compared according to a range of attributes, including by their numerosity • Use the language of comparison, including 'more than' and 'fewer than' • Compare sets 'just by looking'. 	<p>when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p>and practise recalling 'missing' or 'hidden' parts for 5</p> <ul style="list-style-type: none"> • Explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • Begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <ul style="list-style-type: none"> • Continue to compare sets using the language of comparison, and play games which involve comparing sets • Continue to compare sets by matching, identifying when sets are equal • Explore ways of making unequal sets equal. 			
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<p>Understanding the World</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the</p>	<p>Draw information from a simple map</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>ELG: Understand some important processes and changes in the natural</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Draw information from a simple map</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants</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>Understand some important processes and changes in the natural world around them, including the seasons</p>	<p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>ELG: Explore the natural world around them, making observations and drawing</p>
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	<p>natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>what has been read in class</p>	<p>world around them, including the seasons and changing states of matter.</p>		<p>and changing states of matter.</p>	<p>pictures of animals and plants</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>Expressive Arts & Design</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>



	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Black history month focus: Handprints (Esther Mahlangu)</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Van Gogh – Starry Night</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Roy Leichtenstein – Pop Art</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Tilen Ti – Animal Art (creating a chick/hen using watercolours)</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Jessica Warboys – Sea Paintings</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Henri Matisse – Nature Inspired Art (Landscape at Collioure)</p>
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