



Griffin Primary School

RECEPTION LONG TERM PLAN 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Theme</i>	<i>Seasons</i>	<i>Let's Celebrate!</i>	<i>Arctic and Cold Places</i>	<i>Let's Explore!</i>	<i>Growing and Planting</i>	<i>All Creatures Great and Small</i>
Texts	Tree, Seasons come and seasons go by Patricia Hegarty  A stroll through the seasons by Kay Barnham	Rama and Sita by Jay Anika  The Christmas Story DK	Poles Apart by Jeanne Willis  My First Arctic Encyclopaedia by Simon Holland	The Treasure of Pirate Frank by Elspeth Graham  The Big Picture Atlas by Emily Bone	Oliver's Vegetables by Vivian French  My Bean Diary by Rhonda Jenkins	Little Red Hen by Ronne Randall  Eggs and Chicks by Fiona Patchett
Reading and literacy	Clap out syllables in words  Listen to songs and stories containing rhymes  Enjoy and talk about features of a book- fiction and non fiction  Children to engage in story time and listen to new vocabulary.  Opportunities for children to be able to recognise theirs and other names.  Write a few letters from their name.  Children can write letters, giving meaning to them.	Suggest words to rhyme together (real or pseudo)  Orally blend CVC words in small groups.  Children to be able say the correct phoneme for the corresponding phoneme for some letters.  Children to listen to stories and have discussions about new/ unfamiliar vocabulary.  Children to hear and write initial sounds in words.	Children to listen to texts, discuss new vocabulary in small groups or with a familiar adult.  Be able to independently write their own name.  Children to be able to segment and blend CVC words for reading and writing.  Begin to form letters correctly.	Write CVC words, labels and simple captions.  Children to be able to say the correct phoneme for each letter of the alphabet.  Children to read simple captions consistent with their phonic knowledge.  Children to listen and enjoy a range of stories and make comments about what they hear.  Form upper- and lower-case letters  Create maps, message in a bottle,	Whole Class Guiding Reading- Looking, clue, thinking questions.  Individual predictions of texts, events  Retell stories in sequence- story mapping  Read simple sentences and tricky words  Bean diaries, labelling, shopping lists.  Link sounds to known phonemes and graphemes  Spell words using their phonetic knowledge  Write simple phrases and sentences	Deepen answers in Whole Class Guiding Reading- Looking, clue, thinking questions  Individual predictions of texts, events giving reasons for their thinking  Read aloud sentences consistent with their phonic knowledge  Spell words using their phonetic knowledge  Write simple phrases and sentences including some tricky words- life cycle steps, simple sentences based on basic observations
Maths 'I am' numbers will follow a 'number of the fortnight' teaching sequence covering key aspects such as doubling, halving and shape	I am 1, 2,3,4 and 5	Patterns Galore  1 more- up to 5  1 less- up to 5  2D/3D shapes	I am 6,7 and 8	I am 9 and 10  Consolidating  Counting to 20 and beyond	Sequencing  Measures  Subitising to 5  Counting to 20 and beyond  Odd and even numbers	What is 0?  Counting to 20 and beyond  Subitising to 5  Odd and even numbers
CL	Enjoy listening to stories  Hear a wider range of vocabulary  Sing some songs	Talk about familiar books  Developing communication  Understand why questions & instructions	Engage in fiction and non-fiction books  Learn new vocabulary  Using & understanding questions	Engage in fiction and non-fiction books  Learn new vocabulary  Using & understanding questions	Engage in fiction and non-fiction books  Use recently introduced vocabulary	Talk about non-fiction & fiction books  Ask questions to clarify understanding

	Engaging in conversation with adults & peers (getting to know people in their class)  Begin to participate in group times	Connect ideas  Hear a wider range of vocabulary  Learn rhymes, poems & songs	Retelling stories  Learn rhymes, poems & songs	Connect one or more ideas  Begin to describe events in detail  Retelling stories  Learn rhymes, poems & songs	Give explanations for why things happen using 'and' 'because'  Listen attentively and respond to what they hear  Sing a large repertoire of songs  Engaging in larger group conversations	Listen attentively and respond to what they hear with questions & comments  Use new vocabulary in different contexts  Sing a large repertoire of songs
PD	<b>PE- Multi skills- throwing</b>  Practice and refine movement skills they have already acquired  Develop small motor skills to use tools independently and safely  Attempt to manage own hygiene	<b>PE- Invasion games</b>  Develop control when moving.  Develop overall body strength, balance, co-ordination and agility  Develop core strength  Develop the skills to manage the school day- dressing and undressing, putting own shoes on.	<b>PE- Athletics</b>  Develop core muscle strength and posture  Combine different movements with ease  Establish the correct pencil grip and posture for writing  To be able to put on and take off own coat.	<b>PE- Invasion games</b>  <b>Healthy Me (Jigsaw)</b>  Confidently use small and large apparatus  Talk about how I can keep healthy  Develop ball skills by taking part on group balls skills  Begin to about different ways I can be healthy and keep active	<b>PE- Multi skills- throwing and catching</b>  Develop body strength  Develop balance when using large equipment  Develop confidence and accuracy when using a ball  To be able to fasten own coat  Develop coordination  Develop handwriting style	<b>PE- Multi skills- kicking and receiving</b>  Refine different ways of moving- hopping, skipping etc.  Demonstrates overall body strength, balance, co-ordination and agility  Negotiates space and obstacles safely, considering themselves and others  Hold a pencil effectively, using tripod grip  Use a range of small tools  Talk about different ways I can be healthy and keep active
PSED	<b>Being me in my world (jigsaw)</b>  Selecting & using resources in their new classroom setting  Getting used to new routines & rules  Building relationships with adults & peers in the setting	<b>Celebrating difference (Jigsaw)</b>  Continuing to develop friendships & relationships  Exploring feelings  Increasingly following rules and boundaries	<b>Dreams &amp; Goals (Jigsaw)</b>  Showing independence in selecting & using resources  Identify the range of feelings and how others may feel  Begin to take on challenges and show perseverance	<b>Healthy me (Jigsaw)</b>  Begin to regulate their behaviour  Show independence in managing their needs  Begin to show resilience in the face of challenge	<b>Relationships/Families (Jigsaw)</b>  Expressing & moderating feelings  See themselves as valuable individuals (within a family unit)  Finding solutions to conflicts  Explain reasons for rules	<b>Changing me (Jigsaw)</b>  Manage own basic hygiene  Working co operatively & taking turns with others  Show understanding of others feelings & perspectives  Give focused attention
EAD	Explore a variety of brushes to create art work  Explore primary colours  Draw/paint people with basic limbs- legs, arms  Sing simple songs and nursery rhymes  Listen to a variety of music, live and recorded	Draw/ paint people with basic limbs- legs, arms  Know how to decorate bottles, containers and boxes with a variety of media  Scrunch materials for a purpose  Shares likes and dislikes about performances  Sculpt using rolling, pressing, patting techniques	Draw people/ objects with hands, paws, fingers, feet etc  Joins items together with glue or tape to create their idea  Join malleable media together to create 3D ideas  Sing new songs learnt	Combine media and materials to create  Explore mixing colour using liquid and powder paint  Use scissors correctly to make snips in paper  Tear materials for a purpose  Make up songs within their play  Shares likes and dislikes about performances using 'because'	Observational drawing/paintings  Adding details using fine brushes  Explain which primary colours make which secondary colours  Design and adapt plans to create  Use scissors correctly to make more deliberate cuts into paper  Scrunch, tear and fold materials  Sing songs  Appraise- Charanga	Draw/ paint bodies of appropriate size and proportion  Add white/ black to colours to alter shades  Join and assemble junk modelling with a purpose in mind  Builds models using a variety of media that they can give meaning to  Appraise, listening to a variety of music giving reasons why  Sing a wide variety of songs

UTW	<b>RE- Special People- What makes people special? (Christianity, Judaism)</b>  Explore the natural world around them- Nature walks etc  Consider what they see, hear and feel outside- Autumn walks  Look at the effect of the changing seasons on the area around them  Talk about members of their family	<b>RE-Christmas- What is Christmas? (Christianity)</b>  <b>Celebrating Difference (Jigsaw)</b>  Talk about members of their family and community  Talk about people who are familiar to them  Talk about familiar situations from the past  Look at special places and special members of the community  Explore different beliefs and different celebrations-  Explore figures from the past- Guy Fawkes	<b>RE- Celebrations- How do people celebrate? (Hinduism)</b>  Look at similarities and differences between life in this country and another country  Look at how some environments are different to the one in which they live	<b>RE- Easter- What is Easter? (Christianity)</b>  Look at and compare characters from stories  Make their own maps  Look at simple maps and draw information from them  Explore figures from the past- Pirate Mary Read	<b>RE- Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism)</b>  Relationships/Families (Jigsaw) - discussing families & members of their community  Understand the effect of changing seasons on the natural world around them- growing and planting in the reception garden  Explore the natural world around them- making observations of plants  Explore figures from the past- St George	<b>RE- Special Places- What makes places special? (Christianity, Islam, Judaism)</b>  Look at how some environments are different to the one in which they live- countryside (farm) and city  Recognise some environments are different from the one in which they live- contrast city/ countryside  Draw information from a map (farm map/ farm visit)  Explore the natural world around them making observations of animals  Describe what they see, hear and feel whilst outside- farm visit
<b>Running throughout the year, children to explore photographs, artefacts and stories from the past and discuss similarities and differences. 'Adopt' a class tree to observe, photograph and discuss throughout the year.</b>						
Trips, visits and experiences	Nature/Autumn walk (school grounds)  <b>Home challenge-</b> make a Autumn collage	Diwali visitor/ themed day  Vicar visit- Christingle service  <b>Home challenge-</b> Make your family tree	N/A  Vicar visit- Easter  <b>Home challenge-</b> Make an Arctic landscape	Environment walk  <b>Home challenge-</b> Make a pirate ship that can float on water	Nature walk  Butterfly garden  Visit to the fruit/veg shop  <b>Home challenge-</b> Growing sun flowers from seed	Living Eggs  Farm Visit  <b>Home challenge-</b> Make a shoebox farm