Griffin Primary School

RECEPTION LONG TERM PLAN 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	***Seasons***	***Let's Celebrate!***	***Arctic and Cold Places***	***Let's Explore!***	***Growing and Planting***	***Farms and Feathers***
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 – Mastering Number (NCETM)	Revision of numbers 1-5 1:1 Correspondence Counting to 5 Counting Rhymes and Songs Showing and making numbers using objects Language of Comparison	Subitise within 5 Patterns within 4 Use fingers to represent quantities 1:1 Correspondence/ know the last number counted is how many Counting rhymes and songs Cardinality of 5 Count beyond 5 Recognise numerals to 5 Numbers made with 1s Compose own numbers within 5 Explore parts and wholes Compare sets Language of comparison	Subitise within 5 – Structured and random Patterns to 5 and more than 5 Patterns with small group and 1 more Match arrangements to fingers Verbal counting to 20 and beyond Counting objects Order numbers Composition of 5 missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more	Symmetrical Patters/Doubling Cardinality of numbers within 10 Counting pattern beyond 20 Odd and even numbers using the 'shape' of these Begin to link even to doubles Begin to explore composition within 10 Compare numbers and reason using its howmanyness/position in the number system	Familiar subitising patterns Subitising with number patterns Know when to count and when to subitise Verbal counting to 20 and beyond Counting from different starting points Composition of 10 Order sets of objects	Consolidation of their understanding of concepts previously taught through working in a variety of contexts and with different numbers

		Compare by looking/subitising Compare equal sets	Compare and use language to compare play comparison games Compare by matching equal sets Explore making unequal sets			
CL	Enjoy listening to stories Hear a wider range of vocabulary Sing some songs Engaging in conversation with adults & peers (getting to know people in their class) Begin to participate in group times	Talk about familiar books Developing communication Understand why questions & instructions Connect ideas Hear a wider range of vocabulary Learn rhymes, poems & songs	Engage in fiction and non-fiction books Learn new vocabulary Using & understanding questions Retelling stories Learn rhymes, poems & songs	Engage in fiction and non-fiction books Learn new vocabulary Using & understanding questions Connect one or more ideas Begin to describe events in detail Retelling stories Learn rhymes, poems & songs	Engage in fiction and non-fiction books Use recently introduced vocabulary 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	Talk about non-fiction & fiction books Ask questions to clarify understanding Listen attentively and respond to what they hear with questions & comments Use new vocabulary in different contexts Sing a large repertoire of songs
PD	**PE- Multi skills- throwing** Practice and refine movement skills they have already acquired Develop small motor skills to use tools independently and safely Attempt to manage own hygiene	**PE- Invasion games** 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.	**PE- Athletics** 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.	**PE- Invasion games** **Healthy Me (Jigsaw)** 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	**PE- Multi skills- throwing and catching** 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	**PE- Multi skills- kicking and receiving** 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	**Being me in my world (jigsaw)** Selecting & using resources in their new classroom setting Getting used to new routines & rules	**Celebrating difference (Jigsaw)** Continuing to develop friendships & relationships Exploring feelings	**Dreams & Goals (Jigsaw)** Showing independence in selecting & using resources Identify the range of feelings and how others may feel	**Healthy me (Jigsaw)** Begin to regulate their behaviour Show independence in managing their needs	**Relationships/Families (Jigsaw)** Expressing & moderating feelings See themselves as valuable individuals (within a family unit) Finding solutions to conflicts	**Changing me (Jigsaw)** Manage own basic hygiene Working co operatively & taking turns with others

	Building relationships with adults & peers in the setting	Increasingly following rules and boundaries	Begin to take on challenges and show perseverance	Begin to show resilience in the face of challenge	Explain reasons for rules	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	**RE- Special People- What makes people special? (Christianity, Judaism)** 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	**RE-Christmas- What is Christmas? (Christianity)** **Celebrating Difference (Jigsaw)** 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	**RE- Celebrations- How do people celebrate? (Hinduism)** 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	**RE- Easter- What is Easter? (Christianity)** 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	**RE- Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism)** 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	**RE- Special Places- What makes places special? (Christianity, Islam, Judaism)** 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
	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.**					
Trips, visits and experiences	Nature/Autumn walk (school grounds)	Diwali visitor/ themed day Vicar visit- Christingle service	N/A Vicar visit- Easter	Environment walk	Nature walk Butterfly garden	Living Eggs Farm Visit

	Home challenge- make an Autumn collage	**Home challenge**- Make your family tree	Chinese new year themed day **Home challenge**- Make an Arctic landscape	**Home challenge**- Make a pirate ship that can float on water	Visit to the fruit/veg shop **Home challenge**- Growing sun flowers from seed	**Home challenge**- Make a shoebox farm