



# RECEPTION LONG TERM PLAN 2021 – 2022






EYFS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WELCOME TO SCHOOL	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
<b>GENERAL THEMES</b> <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDRENS INTERESTS TO FLOW THROUGH PROVISION.</i>	Starting school / my new class new beginnings Superheroes People who help us / Careers Staying healthy / Food Human Body How have I changed My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Traditional Tales Little Red Hen – Harvest Old Favourites Familiar tales Library visits Gingerbread Man Cinderella The Nativity At the Panto Christmas lists/ cards Letters to Father Christmas	Around the Town How do I get there? Where in the world have you been? Where do you live in the UK/World? Fly me to the moon! Vehicles past and present Design your own transport! Who was Neil Armstrong?	Plants and Flowers Weather / Seasons Does the moon shine? The great outdoors Planting seeds Make a sculpture Reduce, Reuse, & Recycle Fun Science / Materials Forest school	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seaside's in the past Compare Now and then. Seaside art
<b>POSSIBLE TEXTS AND STORY TIME!</b>	Elmer The Colour Monster The Mixed-up Chameleon The Rainbow Fish Funny Bones Once there were Giants The Big book of families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel and Gretel The Ugly Duckling Christmas Story / Nativity Rama and Sita	The Snail and the Whale The way back home The Naughty Bus Mr.Grumpy's Outing The Train Ride Bob, The Man on the moon Oi! Get off my train!	The Tiny Seed Olivers Vegetables Jack and the Beanstalk One Plastic Bag Jaspers Beanstalk Tree, Seasons come and Seasons go A stroll through the Seasons	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to teas Diary of a wombat Elephant and the bad baby Pig in the pond Mad about Mini beasts	Commotion in the Ocean Under the sea Non-fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
<b>'WOW' MOMENTS / ENRICHMENT WEEKS</b>	Autumn Trail Nurse / Firefighter visit Harvest time Birthdays Favourite songs Nursery rhymes Roald Dahl Day What do I want to be when I grow up? Self-portraits - Art	Guy Fawkes / Bonfire Night Christmas Stay and Play Diwali Hannukah Black History Month Remembrance Day Road Safety Children in Need Anti-Bullying Week	Chinese New Year Valentine's Day Stay and Play Whole school Art Exhibition Post a letter Food tasting – different cultures Map work – Find the treasure Let's Fly - Role play and Green screen Space Art	Walk to the Park Teddy bear picnic Planting seeds Easter time Weather experiments Weather forecast videos Nature scavenger hunt Kadinsky Study Science Week Easter Egg hunt Lent	Queen's Birthday Random Acts of Kindness Week Animal Art Let's go on Safari – An Animal Day!	Visit to the beach Under the sea – singing Songs and sea shanties Healthy Eating Week World Environment Day Pirate Day Sports day Ice-cream at the Park



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	WELCOME TO SCHOOL	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p>					
	<p align="center"><b>Personal, Social and Emotional Development</b></p> <p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supportive to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want, and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
	<p align="center"><b>Communication and Language</b></p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>; practitioners will build children's language effectively. <b>Reading frequently to children, and engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in range of contexts</b>, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using <b>a rich range of vocabulary and language structures</b>.</p>					



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EYFS	AUTUMN 1	AUTUMN 2	Spring 1	Spring 2	Summer 1	Summer 2
	WELCOME TO SCHOOL	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
	<b>Physical Development</b>  Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a <b>child's strength, co-ordination and positional awareness</b> through an active lifestyle. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination and agility</b> . Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, art and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> .					
	<b>Literacy</b>  It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy nursery rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)					
	<b>Maths</b>  Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the numbers to 10, the <b>relationships between them</b> and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , <b>spot connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					



## RECEPTION LONG TERM PLAN 2021 – 2022



EYFS	AUTUMN 1	AUTUMN 2	AUTUMN 3	AUTUMN 4	AUTUMN 5	AUTUMN 6
	WELCOME TO SCHOOL	TERRIFIC TALES!	TICKET TO RIDE!	COME OUTSIDE!	AMAZING ANIMALS!	FUN AT THE SEASIDE!
	<b>Understanding the world</b>  Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of the society, such as firefighters, nurses and police officers. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	<b>Expressive Arts and Design</b>  The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their <b>understanding, self-expression, vocabulary and ability to communicate through arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into the new musical worlds. Invite musicians in to play music to the children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					