

**Ash Class Long Term Plan****Reception Class****2022-2023****S Arneil/V Lawrence**

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Themes</b>	<b>All about me</b>  Family Growing and changing	<b>Terrific Tales</b>  Traditional stories	<b>Amazing animals</b>  Animals	<b>Come outside</b>  Plants /weather	<b>Super heroes</b>  People who help us	<b>Ticket to ride</b>  Around the world Space
<b>Special events</b>	Harvest Diwali Black history month	Halloween Bonfire night Remembrance day Children in Need Anti bullying week  St Andrews day Christmas Nativity play	New Year Chinese New Year Valentines day	Pancake day Mothers Day Easter Eid St Davids day St Patricks day	St Georges day Maypole afternoon	Fathers day Sports afternoon
<b>Enrichment opportunities</b>	Dental nurse  Mum and baby visit  Grandparents day  What do I want to be when I grow up videos for parents  Autumn walk	Pantomime trip  Story book character visit (princess?)  Trip to the Story museum in Oxford or library visit  Santas visit  Snow day	Trip to the farm (Hugo/Aurelia's farm)  Winters walk	Planting in the allotment  Spring walk  Easter bonnet parade	Superhero crash site  Dress up super hero day - Mums and dads to visit  Police visit school  Trip to the Fire station	Dress up day  Tasting food from different cultures  Summers walk

<b>Role play area</b>	Home corner	Library  Home corner dressed for Christmas  Santas grotto	Vets	Garden centre	Police/fire station	Beach
<b>Parental involvement</b>	Phonics/Reading workshop  Wow moments  Focus child meetings	Wow moments  Focus child meetings  Christmas craft afternoon	Maths workshop  Wow moments  Focus child meetings  Parents invited in to share a story with pupils	Wow moments  Focus child meetings  Visit to Aurelia's farm. Tour from parents	Wow moments  Focus child meetings  Invite parents in to talk about their jobs.	Wow moments  Focus child meetings  Reports
<b>Supporting texts</b>	Once there were giants  Five minutes peace  Stick man  Funny bones  Owl babies	Goldilocks 3 little pigs Little Red Riding Hood The Gingerbread man The Little Red hen The Jolly postman Nativity story	The hungry caterpillar  The Tiger who came for tea	Olivers vegetables  The tiny seed  Jack and the beanstalk  Superworm	Supertato  Real superheroes by DK and Julie Seal	The snail and the whale  Bob the man on the moon  Tiddler
<b>CL</b>	Understand how to listen carefully and why listening is important. Engage in story times. 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. Learn new vocabulary	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making

	Use new vocabulary through the day		Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	rhymes and poems when appropriate	from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use new vocabulary in different contexts	use of conjunctions, with modelling and support from their teacher.
<b>PSED</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge 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
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
<b>PD</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills holding pencil	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills holding pencil correctly, using scissors etc	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision, and accuracy when	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside and in a group.

	correctly, using scissors etc		engaging in activities that involve a ball. Develop fine motor skills	routine, being a safe pedestrian.		
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
<b>Lit</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by soundblending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

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<b>Phonics</b>	RWI Set 1 sounds Ditties	RWI Set 1 sounds Ditties/Red level books	RWI Set 1 sounds Red level books	RWI Set 1/2 sounds Red/Green level books	RWI Set 2 sounds Green level books	RWI Set 2 sounds Purple level books
<b>Maths</b>	WRM  <u>Getting to know you</u> Maths games and counting Class routine/times of day Exploring resources - positional language  <u>Just like me</u> Match and sort Compare amounts Compare size, mass, capacity Exploring pattern	WRM  <u>Its me 1 2 3</u> Representing, comparing and composition of 1 2 3 Circles and triangles Positional language  <u>Light and dark</u> Representing numbers to 5 More/less Shapes with 4 sides time	WRM  <u>Alive in 5</u> Introducing zero Comparing numbers to 5 Composition of number 4 and 5 Compare mass Compare capacity  <u>Growing 6 7 8</u> 6 7 and 8 Combining 2 amounts Making pairs	WRM  <u>Growing 6 7 8 continued</u> Length and height Time  <u>Building 9 and 10</u> Counting to 9 and 10 Counting numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns	WRM  <u>To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Special reasoning Match, rotate, manipulate  <u>First then now</u> Adding more Taking away Special reasoning Compose and decompose	WRM  <u>Find my pattern</u> Doubling Sharing and grouping Odd and even Spatial reasoning Visualize and build  <u>On the move</u> Deepening understanding Patterns and relationships Spatial reasoning Mapping
<b>UTW</b>	Talk about members of their immediate family and community, Recognise that people have different beliefs and celebrate special times in different ways. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community Similarities and difference between different religious and cultural communities	Explore natural world around them making observations and drawing pictures of animals. Important changes of seasons. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	Explore natural world around them making observations and drawing pictures of plants. Important changes of seasons. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and	Understand that some places are special to members of their community Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them.	Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Similarities and differences between the natural world around them and contrasting

	Explore the natural world around them Comment on images of familiar situations in the past. Name and describe people who are familiar to them. Know similarities and differences between past and now. Important changes of seasons.	Understand the important processes and changes in the natural world around them, including seasons and changing states of matter	what has been read in class	what has been read in class		environments, drawing on their experiences and what has been read in class Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map.
	Understand the effect of changing seasons on the natural world around them					
<b>EA</b>	Develop storylines in their pretend play. Explore different materials freely, such as dried leaves, transient art Autumn materials	Sing in a group or on their own, increasingly matching the pitch and following the melody. Express themselves through song and Continuous provision resources.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses	Watch dance and performance art, expressing their responses.
	Explore and engage in music making and dance, performing solo or in groups					
<b>Key skills to encourage independence</b>	Hang coat up Put book bag away Put coat on and fasten myself. Recognise name	Tidy up with peers Put outdoor/PE clothes on by myself Wash hands Choose own snack Select name card and use during play	Get the items I need for learning Wash hands after going to the toilet and before eating Tidy up what I use	Get everything needed for home time Use scissors safely Speak in front of a group	Put jumper away when taking it off Fasten and unfasten clothes (buttons and zips)	Speak in front of the school Tie shoe laces
<b>Assessment opportunities</b>	Baseline/On entry data Phonics entry assessments	Pupil progress meetings Moderation End of term assessment Phonics assessment	End of term assessment Phonics assessment	Pupil progress meetings Moderation End of term assessment Phonics assessment	End of term assessment Phonics assessment	Pupil progress meetings Moderation End of Year assessment Phonics assessment End of year reports Transition meetings?