

Reception Long term Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Settling in Roald Dahl Day Harvest Halloween	Bonfire Night Diwali Remembrance Day Christmas Hannukah	Pancake Day Chinese New Year	Easter Mother's Day Holi Ramadan and Eid	World turtle day World environment Day	Bike Week Father's Day Eid -ul- Adha Transition
Topics	Marvellous Me What makes me special? Can I eat chocolate for breakfast?	The Arctic Where do polar bears live? How do you keep warm?	Toys How does it work? Did granny play with a PS3?	Animals around the World Why do zebras have stripes? Did dinosaurs exist?	Traditional Tales Should Jack go to jail for stealing? Why is the character of the wolf always bad? Is it true?	Out & About How can I get to the moon? Why is the sea blue? Where do I live?
Focus Texts	The Colour Monster starts school- Anna Llena What makes me a Me? Joan Sweeney	Here we are- Oliver Jeffers Lost and Found- Oliver Jeffers Stickman- Julia Donaldson	Toys in Space- Mini Grey Everywhere bear- Julia Donaldson Where's my Teddy?- Jez Alborough	This Zoo is not for you- Ross Collins I am a tiger-Karl Newson The Dinosaurs Diary- Julia Donaldson	Little Red Riding Hood The 3 billy goats gruff Hansel and Gretal	Can't you sleep little bear? Martin Waddell Shark in the Dark- Nick Sharatt Mr Gumpy's outing- John Burningham
Phonics	Oral blending Learn set 1 sounds m,a,s,d,t,l,p,n,g,o,c,k, u,b,f,e,l,h,r, j,v,y,w,z,q,x Blend simple words	Oral blending Learn set 1 sounds and digraphs- sh, th, ch, ng, nk Blend simple words and those including digraphs	Learn digraphs-- sh, th, ch, ng, nk Read and spell words with set 1 sounds and digraphs (CVCC)	Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou Read and spell words with taught set 2 sounds (CCVCC and CCCVC)	Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou Read and spell words with taught set 2 sounds	Review set 2 sounds Learn Set 3 sounds ea oi a-e i-e o-e u-e ow aw are ur er ai

	Segment sounds to spell simple CVC words Word time 1-5	Segment sounds to spell simple CVC words and those containing digraphs learnt Read and spell word time 5-6	Read and spell word time 6 and 7 including multisyllabic words)			
Reading	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story	RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story
Writing	Pre writing skills Labelling my pictures using known sounds Writing my name Writing shopping lists	Labelling my pictures Writing simple words with sounds in sequence Writing 2 worded captions Writing my name Writing my friend's names Writing shopping lists Writing cards Writing invitations	Writing captions Writing simple sentences using some common exception words Writing simple descriptions of favourite toys	Writing simple sentences using some common exception words Writing simple descriptions of animals Write some words spelt correctly Write questions Write letters	Draw a simple story map and label it correctly Write a letter Created 'wanted' posters Begin to retell a story including key events	Draw a simple story map and label it correctly Write letters to Paddington Bear Begin to write about making a journey Make books retelling their favourite story Write simple instructions

Mathematics	Just Like Me <ul style="list-style-type: none"> Matching and Sorting Compare Amounts Compare size, mass and capacity Explore Pattern Its 1, 2,3 <ul style="list-style-type: none"> Representing 1,2 and 3 Comparing 1, 2, 3 Composition of 1, 2, 3 	Light and Dark <ul style="list-style-type: none"> Numbers to 5 One more and one less Shapes with 4 sides Night and Day Time 	Alive in 5 Growing 6, 7, 8 Its 5, 6,7, 8 <ul style="list-style-type: none"> Representing 6,7, 8 Comparing 6, 7,8 Composition of 6, 7,8 	Building 9,10 Its 9, 10 <ul style="list-style-type: none"> Representing 9, 10 Comparing 9, 10 Composition of 9, 10 	On the Move Superhero to 20 and beyond First, then, now Find my pattern Exploring 2d and 3d shapes	Year 1 Place Value numbers to 10 3D shapes
	My Body Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore the world around them and raise their own simple questions · I can ask questions about what I see using what, why and how?	Weather Talk about the differences between materials and changes they notice. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out	Materials Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) I can name different materials such as wood, metal, plastic, glass, rock, brick, paper, I can describe materials- hard, soft, rough, smooth,	Animals Explore the natural world around them, making observations and drawing pictures of animals and plants. Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out I can name farm animals I can name jungle animals	Growing & Minibeasts Experience different types of scientific enquiries, including practical activities Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying) I know that plants need wate, air, soil and sunshine to grow	Floating and sinking Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out I can make predictions about what will happen I can sort and classify objects that float and sink I can sort what materials are waterproof and those that are not

	<p>I can name head, shoulders, knees, toes, legs, hair, face, eyes, eyebrows, eye lashes, ears, chin, cheeks, lips, teeth, neck, wrists, elbows</p> <p>I can talk about how to keep healthy</p> <p>I can sort and classify healthy and unhealthy food</p> <p>I can talk about similarities and differences between people</p>	<p>I can ask questions about what I see using what, why and how?</p> <p>I can name and can describe: light, dark, day, night, autumn, winter, cold, freeze, snow, seasons, nocturnal animals, hibernate, sun, moon, bulb, natural light,</p> <p>I can talk about the changes in the weather</p> <p>I can talk about how the environment has changed- leaves turning orange and brown, leaves falling, colder weather.</p> <p>I can sort and classify clothes needed for different seasons</p>	<p>stretchy, bendy, flexible, stiff, shiny, dull, sharp, waterproof, I can sort and classify different materials in a range of ways:- hard, soft, shiny and dull, waterproof and not waterproof.</p>	<p>I can talk about similarities and differences between animals</p> <p>I can sort and classify animals in different ways e.g. 4 legs, no legs, spotty, stripy, lives in the desert, lives on the farm.</p> <p>I can record what I have found out through pictures and writing</p>	<p>I can make predictions and observations about growing plants</p> <p>I can name common plants in the environment e.g. grass, trees, flowers, shrubs, fruit and vegetables</p> <p>I can sort and classify fruit and vegetables</p> <p>I can sort and classify different minibeasts- wings, no wings, legs, no legs etc</p> <p>I can record what I have found out through pictures and writing</p>	<p>I can make predictions about things that dissolve and do not dissolve</p> <p>I can record what I have found out through pictures and writing</p>
History	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>I can talk about how I was when I was a baby</p> <p>I can talk about differences between</p>	<p>Comment on images of familiar situations in the past.</p> <p>I can talk about key events such as Bonfire Night, Remembrance Day and Christmas and know it happened long ago</p> <p>I can sequence activities in order e.g. brushing teeth,</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>Know some similarities and differences between things in the</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about the lives of the people around them and their roles in society.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast transport from now and the past.</p>

	<p>me as a baby and me now</p> <p>I know and can talk about sequence of events when putting my coat on, going to the toilet,</p>	<p>times of the day e.g. breakfast, lunch, supper and bedtime</p>	<p>past and now, drawing on their experiences and what has been read in class.</p> <p>I can talk about old and new toys</p> <p>I know the features of something old</p> <p>I know the features of something new</p> <p>I can talk about the similarities between old and new toys</p>	<p>I know that dinosaurs existed long ago</p> <p>I know that they existed because people found dinosaur bones and put them together</p> <p>I know we can find out more about history in a museum</p>		<p>Explore photos of different kinds of transport a 100 years ago</p> <p>I now that long ago animals were used as transport</p> <p>I can sort old and new transport</p> <p>I know that modern transport uses petrol or electricity</p> <p>I can talk about why walking and sharing cars is good for the environment</p> <p>I understand that we need to recycle and save energy to save the</p>
Geography	<p>Name, locate and Observations- recognise features and places in school/grounds.</p> <p>Recognise where people work in school.</p> <p>Simple routes and features</p> <p>Use directional language around school</p> <p>Talk about own home and where they live</p>	<p>Recognising cold lands and simple features.</p> <p>Explore how the weather/winter affects humans and animals.</p> <p>Use and draw simple maps.</p> <p>Directional language.</p> <p>Pretend to be explorers.</p> <p>Find Arctic on the globe</p> <p>I know I live in Birmingham</p>	<p>Observe weather and seasonal changes</p> <p>Go on a winter walk.</p> <p>Measure rainfall</p>	<p>Observe weather and seasonal changes</p> <p>Go on a spring walk. What do you notice?</p> <p>Explore hot and cold countries</p> <p>Explore the different places animals live: desert, water, grassland, forest</p>	<p>Observe weather and seasonal changes</p> <p>Go on a walk – what do you notice?</p> <p>Create maps linked to the stories</p>	<p>Observe weather and seasonal changes</p> <p>Holidays - different places around UK/ the World</p> <p>Create own maps of the classroom, outdoor area</p> <p>Create a map of my journey to school</p>

P.E	Movement and using space	Dance	Gymnastics	Ball skills	Games	Athletics
Art	<p>Drawing- Experiment with mark making using a range of materials on a variety of surfaces and scales. Use graphic tools, chalks, pencils, brushes etc. to explore a range of marks Create simple representations of events, people and objects.</p> <p>Painting- Explore what happens when mixing colours, Know how colours get lighter and darker. Know how to make orange, green and purple. Explore mark making using card, brushes, sticks, sponges, fingers etc</p> <p>Printing- Explore printing techniques- focus on direct printing using a range of resources to create a planned effect, create patterns</p> <p>Collage- Tear, cut, glue, rearrange visual materials</p> <p>3D- Take part in purposeful play with materials e.g. sand, play dough, clay, construction kits to create</p> <p>Textiles- Sort materials using appropriate vocabulary. Select appropriate materials for models</p> <p>Vocabulary: Drawing: Draw, pencil, chalk, crayon, Painting: Paint, brush, colour mixing -orange, purple, green Printing: Print, press, lift, repeating pattern Collage: Cut, glue, tear, rough, smooth 3D: Join, build, construct, combine Textiles: Hard, soft, rough smooth, fluffy, shiny, dull, dark</p>					
	<p>Portraits</p> 	 <p>Kadinsky</p>	<p>Junk modelling</p> 	 <p>African Art</p>	<p>Monet</p> 	 <p>Van Gogh</p>