



Reception Foundation Stage Long Term Planning 2021 - 2022



	Autumn Term	Spring Term	Summer Term
Reception ELG's	Jolly Journeys	Once Upon a Time	From a little seed...
Communication and Language	<p>Listening, Attention and Understanding 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.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Listening, Attention and Understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listening, Attention and Understanding Make comments about what they have heard and ask questions to clarify their Understanding.</p> <p>Speaking 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.</p>
Personal, Social and Emotional Development We follow the PSHE Jigsaw syllabus.	<p>Self – Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p>	<p>Self – Regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building relationships Form positive attachments to adults and friendships with peers.</p>	<p>Self – Regulation 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.</p> <p>Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building relationships Show sensitivity to their own and to others' needs.</p>



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Physical Development	<p>Gross Motor Skills</p> <p>Spatial Awareness Gymnastics Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Gross Motor Skills</p> <p>Dance Apparatus Demonstrate strength, balance and coordination.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery</p>	<p>Gross Motor Skills</p> <p>Athletics Multi skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>
Literacy Writing Literacy Texts	<p>Name Writing Labels Captions</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Instructions Letters Story Writing</p> <p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Instructions and Stories (revisited) Poetry Non Fiction Writing</p> <p>Writing Write simple phrases and sentences that can be read by others.</p>
	<p>Key Texts: Up, Up, Up Big Blue Train The Gruffalo Monkey Puzzle The Highway Rat Tiddler</p>	<p>Key Texts: Chinese New Year – non-fiction The Gingerbread Man The Enormous Turnip The Little Red Hen The Ugly Duckling The 3 Billy Goats Gruff</p>	<p>Key Texts: Non-fiction book – Minibeasts The Very Lazy Ladybird The Crunching Munching Caterpillar Spider Sandwiches I Love Bugs Oliver's Fruit Salad</p>



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Phonics	<p>Once Upon a Tide The Night Pirates Diwali (non-fiction) Aliens Love Underpants Way Back Home Lost and Found</p>	<p>Little Red Riding Hood The Elves and the Shoemaker Hansel and Gretel Rapunzel The Easter Story</p>	<p>Grow Your Own The Seed is Sleepy Supertato</p>
	<p>Comprehension 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>Autumn 1 Letters and Sounds / Jolly Phonics Phase 1 and 2</p> <p>Autumn 2 Letters and Sounds / Jolly Phonics Phase 2 and 3</p> <p>Word Reading 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>Spring 1 Letters and Sounds / Jolly Phonics Phase 3</p> <p>Spring 2 Letters and Sounds Phase 3 begin Phase 4</p> <p>Word Reading 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>Summer Letters and Sounds – Phase 3 and 4</p> <p>Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>



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Mathematics	<p>Number Subitise (recognise quantities without counting) up to 5.</p> <p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Number Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5</p> <p>Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Number Have a deep understanding of number to 10, including the composition of each number.</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Understanding the World	<p>Religious Education – Follow the Discovery RE Curriculum.</p> <p>Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		



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	<p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>6 25 26 30</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <hr/> <p>Being Imaginative and Expressive</p> <p>Music – plans linked to termly topic. Go Noodle / Just Dance / Cosmic Yoga</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



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Festivals and key dates celebrated around the world.	Diwali 10 Hanukah – Jewish 10 Children in Need 8 Christmas - Christian	Chinese New Year 10 World Book Day 16 Comic Relief 8 Holi - Hindu Easter	Eid-UI-Fitr – Muslim 1
Parent Partnership Opportunities Monthly Coffee Mornings ‘Green Tea’	Phonics Meeting (Oct) Maths Session (Nov) Carol Concert in the local Church. (Dec) 11 14 28 Penguin Plod (Dec)	End of Year Expectation Meeting (Jan) Literacy Session (Mar)	Discover and Do Session (May) Dads and Grandads Story time (June)
Possible Educational Visits Experiences	Colchester Zoo – Penguin Experience	Norwich Castle Visiting Puppet Theatre	Lackford Lakes Visits from People Who Help Us

6 – reference to AG 50