


## St Mary's Reception long- term plan 2021-2022

	<b>Autumn</b> I wonder what is special about me I wonder how people celebrate	<b>Spring</b> I wonder what other people do I wonder how we could get there	<b>Summer</b> I wonder who lives there I wonder what happened before
<b>Values Heartsmart</b>	<b>LOVE</b> 'Get HEARTSMART' <b>DETERMINATION</b> 'No Way through isn't true!'	<b>RESPECT</b> 'Two much Selfie isn't healthy!' <b>COMPASSION</b> 'Don't Forget to Let Love In!'	<b>HONESTY</b> 'Fake is a Mistake!' <b>COURAGE</b> 'Don't Rub it in, Rub it Out!'
<b>Visits/Visitors</b>	Premier Sport  Local area walk	Premier Sport  Norton Priory Visit	Premier Sport  Visit to farm
<b>Mathematics</b>  <b>Number</b>  <b>Numerical Patterns</b>	Counting to 5 then 10 and beyond and recognising numerals through rhymes, songs and games. Beginning to write numerals. Focusing on numbers 1 - 5 Subitise Sorting and naming 2D and 3D shapes Introducing positional language. Introducing length, size, weight and capacity. Exploring positional language.	Focusing on numbers to 10 Counting to 20 and recognising numerals through rhymes, songs and games. Writing numerals Thinking about 1 more/1 less. Revising number bonds - automatic recall Considering value and exploring basic addition and subtraction. Recording explorations with number. Introducing teen numbers. Exploring positional language. Exploring size, length, weight and capacity. Manipulating and exploring shapes to develop spatial reasoning.	Deepening our understanding of number. We will continue to consider value, exploring doubling and halving, addition and subtraction (including number bonds), estimation and formation. Looking at odd and even numbers. Exploring problem solving and appropriate methods of recording their explorations with number. Learning and using the language related to weight and capacity. Exploring pattern and shape using appropriate vocabulary. Using everyday language to solve problems relating to time and money. Exploring more complex repeating patterns.

<p><b>Literacy</b></p> <p><b>Reading</b></p> <p><b>Writing</b></p> <p><b>Comprehension</b></p>	<p>Daily Phonics lesson Phase 2/3</p> <p>Guided and shared reading within class. Using a wide range of materials to encourage independent writing / mark making and using letter shapes. Encouraging children to give meaning to their writing. Forming letters in their name correctly. Modelling simple sentences.</p> <p><u>Pathways to Write books.</u></p> <p><b>The Gingerbread Man</b> </p> <p><b>I'm Going To Eat This Ant.</b> </p>	<p>Daily Phonics lesson Phase 3</p> <p>Guided and shared reading within class. Encouraging the children to develop some independence in their writing. Thinking about what we are going to write. Applying phonic knowledge and recollection of key words to our writing. Beginning to explore and write captions and simple sentences. Beginning to plan and read our own writing to check that it makes sense. Continuing to practice letter formation.</p> <p><u>Pathways to Write books.</u></p> <p><b>Naughty Bus</b> </p> <p><b>The Journey Home</b> </p>	<p>Daily Phonics lesson Phase 3/ 4</p> <p>Guided and shared reading within class Further developing independence in their writing. Asking children to verbalise exactly what they want to write. Continuing to apply phonic knowledge and recollection of key words to our writing. Writing phrases and sentences that can be read by others.</p> <p><u>Pathways to Write books.</u></p> <p><b>Silly Doggy!</b> </p> <p><b>Supertato</b> </p>
<p><b>Personal, Social and Emotional.</b></p> <p><b>Self-confidence and self-awareness</b></p> <p><b>Managing feelings and behaviour</b></p> <p><b>Making relationships</b></p>	<p>Ensuring that children feel happy and secure and are able to communicate needs and express ideas. Introduced to all staff and to each other and encouraged to develop positive relationships with teachers and other children. Becoming familiar with the building, routines and rules and understanding acceptable / appropriate behaviour.</p>	<p>Exploring emotions and feelings. Developing confidence speaking to others about needs, wants, interests and opinions. Thinking about solving problems for and considering how actions can affect other people. Listening and responding appropriately; compromising and considering others. Resolving conflicts and making compromises with other children. Accessing activities with growing independence and following rules for organisation and safety.</p>	<p>Considering the needs and wants of others, appreciating and celebrating the differences in each other. Resolving problems, responding, compromising and considering others. Thinking about what we are good at and being confident to select activities independently.</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials</b></p> <p><b>Being imaginative and expressive</b></p>	<p>Building up a repertoire of songs and rhymes and use instruments to accompany them. Using a wide range of materials and tools to work creatively and selecting resources independently. Taking on roles in small world play. Christmas play—developing knowledge of the Christmas story through music, dance and drama.</p>	<p>Using instruments to express ideas and feelings and developing understanding of pulse and rhythm. Using a wide range of construction materials and tools and encouraging an appropriate selection of resources and techniques. Expressing ourselves through dance, music and role-play.</p>	<p>Using previous experience and knowledge to develop observational skills to create detailed representations of events, people and objects. Using a wide range of techniques to represent their ideas and feelings through art, music, dance and role-play. Using construction materials to follow instructions that are more complex and to encourage imagination and creativity. Using self-expression and interpretation of ideas through dance, music and role-play.</p>

<p><b>Communication and Language</b></p> <p><b>Listening, attention and understanding.</b></p> <p><b>Speaking</b></p>	<p>Listening carefully to what is being said, Understanding what something means and how they should respond</p> <p>Making conversations. Using an appropriate response or comment and beginning to ask questions. Learning and using new vocabulary. Expressing a point of view.</p>	<p>Listening carefully, maintaining attention and concentrating on an activity.</p> <p>Understanding instructions and following them through effectively.</p> <p>Holding lengthy, 2 way, conversations. Speaking in full sentences about what we are learning and sticking to a theme / idea. Asking relevant questions. Using vocabulary that we learn from books.</p>	<p>Listening and responding while we are doing. To sustain concentration and maintain focus.</p> <p>Understanding the importance of asking questions and answering questions appropriately. Applying knowledge and skills across the curriculum- thinking for ourselves.</p> <p>Speaking about relevant subjects using past, present and future tenses correctly. Speaking clearly and confidently. Confidently explaining why things happen using new vocabulary.</p>
<p><b>Physical Development</b></p> <p><b>Gross Motor</b></p> <p><b>Fine Motor</b></p>	<p>Using a wide range of materials and resources to develop their control and effective use.</p> <p>Look at how our body moves and how to develop balance and control.</p> <p>Using outdoor equipment, the outdoor environment and the hall to develop control and safe use of space.</p> <p>Establishing toilet and hand washing routines, and concentrating on getting changed into PE kits.</p> <p>Understanding good practice in relation to exercise, eating, sleeping, hygiene and oral health care.</p> <p>We will encourage the children to dress and undress independently.</p> <p>Thinking about safety in relation to movements and objects.</p>	<p>Continuing to use a wide range of materials and resources to develop fine motor control and effective use of tools.</p> <p>Exploring dance and responses to music.</p> <p>Talking in detail about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating , tooth brushing, sensible amounts of 'screen time' and having a good sleep routine</p> <p>Learning how to be a safe pedestrian.</p>	<p>Developing the use of a wide range of materials and resources to enable children to develop their control and effective use of tools.</p> <p>Learning gymnastic shapes.</p> <p>Handling apparatus including a range of throwing equipment with care and precision.</p> <p>Thinking about balance and control of more complex movements.</p> <p>Developing control of objects and equipment.</p>

<p><b>Understanding the World</b></p>	<p><b>People Culture and Communities</b>          Discussing with your child, their own family and things that are familiar to them.          Helping your child to become familiar with the people and routines in school.          Exploring how people have different beliefs and celebrate in different ways e.g. Diwali.</p> <p><b>The Natural World</b>          Exploring materials, looking at similarities and differences and natural and man-made. Thinking about how seasons and climates change and how this influences lifestyles. In particular, we will look at autumn and explore its characteristics. Learning about forces - pushes and pulls and how things work.</p> <p><b>Past and Present</b>          Considering how people evolve from a baby to an adult. Exploring some familiar events from the past e.g. Bonfire Night</p> <p><b>Technology</b>          Using computers and iPads to play games and access the internet to find out information.          Using photographs to record, discuss and develop activities. Using simple drawing programs to enable your child to develop their mouse control.</p>	<p><b>People Culture and Communities</b>          Looking at how people celebrate and gather together. Exploring how other cultures celebrate traditions e.g. Chinese New Year. Looking at diversity, how we are all different and learning how to treat each other with respect. Looking at people in the community and the jobs they do. Talking about the jobs that they might like to do when they are older.</p> <p><b>The Natural World</b>          Exploring everyday materials using our senses. Observing and discussing the characteristics of winter and exploring the changes we see as winter evolves into spring. Looking at and drawing information from simple maps.</p> <p><b>Past and Present</b>          Comparing characters from stories including figures from the past.</p> <p><b>Technology</b>          Continuing to use computers and iPads to complete simple programs and access the internet to find out information. Thinking about and discussing how technology is used daily in the home - washing machines, cookers etc. Helping the children to record their work through photographs.</p>	<p><b>People Culture and Communities</b>          Looking at places the children have visited with their families and their experiences of holidays and days out. Looking at how people celebrate and gather together.</p> <p><b>The Natural World</b>          Exploring the environment, how it changes through the seasons and how this affects what we wear and do. Looking at things that are alive and not alive. Growing plants and observing the changes that occur. Learning about different habitats and environments and observing the similarities and differences. Exploring the characteristics of summer. Comparing life in this country to life in other countries or places.</p> <p><b>Technology</b>          Continuing to use computers and iPads to play games and access the internet to find out information. Using cameras and iPads to take photographs and videos. Helping the children to complete simple programs on the computer. Using programmable toys to encourage the children to plan and map routes.</p>
<p><b>Religious Education</b></p>	<p><b>God - Creation (God)</b></p>	<p><b>Incarnation</b></p>	<p><b>Salvation</b></p>
<p><b>RSE</b></p>	<p><b>Spiritual practices</b>          Experience/participate in calming spiritual time.</p> <p><b>Families and people who care for me</b>          Love, security and stability.          Spending time with family.</p> <p><b>Caring friendships</b>          What makes a good friend.          Ways to show kindness.</p>	<p><b>Spiritual practices</b>          Experience/participate in calming spiritual time.</p> <p><b>Respectful relationships</b>          Why it's good to be kind to each other.          Courtesy and manners.</p> <p><b>Health and prevention</b>          Looking after ourselves</p>	<p><b>Spiritual practices</b>          Experience/participate in calming spiritual time.</p> <p><b>Families and people who care for me</b>          What to do/where to go if feel unsafe or unhappy.</p> <p><b>Being safe</b>          Safe/unsafe touching.          Who to tell if feel unsafe.</p>