

## Reception Long term plan 2022 - 2023



Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Overall topics</b>	<b>All about me</b>	<b>Let's celebrate</b>	<b>Amazing Animals</b>	<b>Ticket to ride</b>	<b>Come outside</b>	<b>Fun at the seaside</b>
<b>Focus topics</b> These may change depending on the children's interests.	Nursery rhymes & traditional tales, senses, feelings, families	Diwali, Christmas, Hannukah, Bon fire night, day & night, different cultures	Animals from around the world, climates, maps	Trains, space rockets, maps	Growing, changing, caterpillars, beans, lifecycles	Recycling, pollution, pirates, boats
<b>Communication and Language</b> -Listening, Attention and Understanding. -Speaking	<p>Listens to others in one-to-one or small groups, when conversation interests them. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Understands use of objects</p> <p>Can retell a simple past event in correct order</p>	<p>Is able to follow directions.</p> <p>Responds to instructions with more elements</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to use a range of tenses</p>	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</p> <p>Introduces a storyline or narrative into their play</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Listens to stories accurately anticipating key events.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>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>Beginning to understand why and how questions</p> <p>Links statements and sticks to a main theme or intention</p>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Understands questions such as who; why; when; where and how</p> <p>Able to follow a story without pictures or props</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p>
<b>Physical Development</b> - Gross Motor Skills - Fine Motor Skills	Jumps off an object and lands appropriately using hands, arms and	Travels with confidence and skill around, under, over and through	Negotiates space successfully when playing racing and chasing games with	Begin to show accuracy and care when drawing.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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	<p>body to stabilise and balance.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>balancing and climbing equipment.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health</p>	<p>Shows understanding of how to transport and store equipment safely.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p>
<p><b>Personal, social &amp; Emotional development</b></p> <p>-Self-Regulation - Managing Self - Building Relationships</p>	<p>Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>Understands their own and other people's feelings,</p>	<p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own</p>	<p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>	<p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.</p> <p>Can describe their competencies, what they can do well and are getting better at; describing</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>

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	offering empathy and comfort	home and community.  Talks about their own and others' feelings and behaviour and its consequences	Is more able to manage their feelings and tolerate situations in which their wishes cannot be met	themselves in positive but realistic terms.  Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people		
<b>Maths</b> -Number -Numerical Patterns	Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0.  Engages in subitising numbers to four and maybe five Uses informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes	Engages in subitising numbers to four and maybe five.  Counts out up to 10 objects from a larger group	Increasingly confident at putting numerals in order 0 to 10 (ordinality).  Is increasingly able to order and sequence events using everyday language related to time	Increasingly confident at putting numerals in order 0 to 10 (ordinality)  Begins to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three	In practical activities, adds one and subtracts one with numbers to 10  Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-"	In practical activities, adds one and subtracts one with numbers to 10  Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".  Is increasingly able to order and sequence events using everyday language related to time.  Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or

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						other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p><b>Literacy</b> -Comprehension -Writing Word -Reading</p>	<p>Claps or taps the syllables in words during sound play.</p> <p>Re-enacts and reinvents stories they have heard in their play</p> <p>Hears and says the initial sound in words.</p> <p>Attempts to write their own name.</p>	<p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading.</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with</p>	<p>Describes main story settings, events and principal characters in increasing detail.</p> <p>Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Uses their developing phonic</p>	<p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Uses their developing phonic</p>	<p>Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>

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		<p>words, in print and digital formats</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>		<p>knowledge to write things such as labels and captions, later progressing to simple sentences</p>	<p>knowledge to write things such as labels and captions, later progressing to simple sentences</p>	
<p><b>Expressive art &amp; design</b></p> <p>-Creating with Materials</p> <p>-Being Imaginative and Expressive</p>	<p>Begins to build a collection of songs and dances.</p> <p>Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes</p>	<p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <p>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>	<p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p>	<p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</p>	<p>Share their creations, explaining the process they have used.</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p><b>Understanding the world</b></p> <p>-Past and Present</p> <p>-People, Culture and Communities</p>	<p>Talks about past and present events in their own life and in the lives of family members</p>	<p>Enjoys joining in with family customs and routines.</p>	<p>Knows that other children do not always enjoy the same things, and is sensitive to this.</p>	<p>Knows about similarities and differences between themselves and</p>	<p>Looks closely at similarities, differences, patterns and change in nature.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>

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<p>-The Natural World</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p>	<p>others, and among families, communities, cultures and traditions.</p> <p>Completes a simple program on electronic devices</p>	<p>Makes observations of animals and plants and explains why some things occur, and talks about changes.</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>
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