



## RECEPTION LONG TERM PLAN

**2022/2023**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Reception</b>	The Gingerbread Man by Mara Alperin Traditional Tales	The Anteater by Chris Naylor-Ballesteros Minibeasts/Healthy Eating	The Naughty Bus by Jan and Gerry Oke London/My Local Community	The Journey Home by Emma Levey Growing/Life Cycles	Silly Doggy by Adam Stower Animals/Pets	Supertato by Sue Hendra Superheroes/People Who Help Us
<b>Enquiry Questions</b>	What type of story character would I like to be? What books do I enjoy?	Where does our food come from? What foods do I like? How do I stay healthy?	What is in our community? Is my community different to others? What were these places like in the past?	What will come out of an egg? What will grow from a seed?	What creatures live on Earth?	Who can I ask for help in the community? How can we be heroes? Who can we help?
<b>WOW Moments</b>	A visit from Mr/Mrs Baker.  Baking our own cakes.	Making and planting our own food.  Trying new foods.  Visit from Oral Health  Pantomime trip	Walk in the local community taking photos of landmarks.  Walk to the local library.	Chick eggs  Caterpillar eggs.  Planting our own flowers.	Trip to the Zoo/Farm  Visit from people with animals.	Visits from people in the local community.  Superhero assault course
<p><b>Communication and Language is an integral part of all our learning in EYFS and runs throughout all areas of learning.</b>  <b>English - this involves inspiring children to read and write, through listening to others read and being encouraged read and write themselves in the outdoor and indoor provision.</b>  <b>Children will be exposed to a wide range of reading materials; books (fiction/non-fiction), rhymes, poems, maps, and other written material to ignite interest in an environment that reflects enquiry.</b>  <b>Phonics – Supersonic Phonic Friends - Phase 1, phase 2, phase 3 and phase 4.</b>  <b>Children take part in 1:1 reading and guided reading once a week and whole class daily reads.</b>  <b>Handwriting is taught as a separate daily session.</b></p>						
<b>The Different Texts We Read</b>	Rosie's Walk by Pat Hutchins A Great Big Cuddle by Michael Rosen	Flashlight by Lizi Boyd Guess who's in the trees/grass/sand by Camilla Bedoyere	On the road with Mavis and Marge by Niamh Sharkey	A Great Big Cuddle by Michael Rosen Hattie Peck by Emma Levey Home by Carson Ellis	A Great Big Cuddle by Michael Rosen Hello Kitty by Adam Stower	Supertato series by Sue Hendra Even Superheroes have a Bad Day by Shelley Becker

	Biscuit Bear by Mini Grey The Gingerbread Man by Lesley Sims		You Can't Take an Elephant on the Bus by Patricia Cleveland Peck The Train Ride by June Crebbin	The Way Back Home by Oliver Jeffers	Hairy Maclary by Linley Dodd	Super Duck by Jez Alborough The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey
<b>Literacy</b>	<p>Can you hear and say the initial sounds in words? Can you segment the sounds in simple words and blend them together? Do you know which letters represent some sounds? Can you tell me what your marks mean when you draw, write and paint?</p> <p><b>Key Vocabulary</b> - piping, hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard, meadow, lane, riverbank and bakery</p>	<p>Can you look at Information texts? Can you name and say the sounds for the letters of the alphabet? Can you read words? Can you write labels and captions? Can you write your name? Can you write some CVC words? Can you use some clearly identifiable letters to communicate meaning?</p> <p><b>Key Vocabulary</b> - wriggling, stinging, served, smothered, splattered, simmering, scooped, speared, scrumptious, supper, ant, anteater, tongue, smoked, savoury, seared, sundried, sautéed and salami.</p>	<p>Can you read captions/sentences? Do you like to read a range of books? Can you write words in ways which match your spoken sounds? Can you confidently write captions?</p> <p><b>Key Vocabulary</b> - full, important, mess, handsome, silliest, lonely, powerful, cosy, tucked up, tall, London buildings, traffic, bus stop, passengers, garden, pond, reflection, hook and winch</p>	<p>Can you find some facts out using the non-fiction books? Are you attempting to write short simple sentences? Can you read and write some irregular words?</p> <p><b>Key Vocabulary</b> - elements, abandoned, chaotic/chaos, embark, enormous, guided, shudder, treacherous, teetered, blustery, hatched, hatchling, coop, sea, rooftop, chimney, gutter, city, mountain and cave</p>	<p>Can you use phonic knowledge to decode regular words? Can you ask a friend about a story they have read? Can you discuss what they have read? Can you write sentences in meaningful contexts? Can you read me your sentences? Can I read your sentences?</p> <p><b>Key Vocabulary</b> - wonderful, lovely, shaggy, short, terrible, emergency, sticky, mucky, pretty, secretly, garden, paws, tail and park</p>	<p>Are you using a range of strategies to read unfamiliar vocabulary? What are the main events in the story? Are you writing more meaningful sentences than you were before? Are some words in your writing spelt correctly and the other words are phonetically plausible? Do you use key features of narratives? Are you writing on lines? Are your letters the correct size?</p> <p><b>Key Vocabulary</b> - flannel, commit, crept, snuck up, yelled, summoned up, cornered, closed in, belonged, escapee, air, marched, frozen and vegetables</p>
<b>Mathematics</b>	<p>Settling in Introducing areas of provision/routines Match and sort Compare amounts</p> <p>Key Vocabulary- Sphere, Cylinder, Cube, Cuboid, Cone, Pyramid, more, less, fewer, most,</p>	<p>Represent 1,2,3 Compare 1,2,3 Composition of 1,2,3 Circles &amp; triangles Spatial awareness Four</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 Compare mass Compare capacity</p>	<p>9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more</p>	<p>Doubling Sharing &amp; grouping Even &amp; odd Spatial reasoning Deepening understanding</p>

count, counting, altogether, how many, total, equals, position, heavier, lighter, full, empty, half full, holds more, holds less, add, subtract, take away, o' clock, half past, before, after, doubling, halving and sharing.	Compare size, mass and capacity Make simple patterns	Five 1 more/1 less Shapes with 4 sides Night & Day	6,7 and 8 Making pairs Combining two groups Length & height Time		Taking away Spatial reasoning	Patterns and Relationships Spatial reasoning
<b>Technology</b>	Using Microphones Can you use the microphones to record yourself retelling the Story?	E- Safety Using ICT packages How do you keep safe on the computer? Can you control toys eg. the Beebots? Can you play the Maths and Phonic games?	Digital Photos Can you take photographs of the local landmarks?	Information Retrieval Can you find out some information about growing on the iPads and computers? Can you play the Maths, Phonics and life cycle games?	Information Retrieval Can you look at a variety of animals and find out information on the zoo websites?	Everyday Technology Can you record yourself or a friend, using the video app, role playing being a Superhero? Do you know about everyday technology and can you use it?
<b>Expressive Arts and Design</b>	What colours will you use to paint your Gingerbread Man? Can you construct something so the Gingerbread Man can cross the river? Can you make a trap to catch the Gingerbread Man? Can you join in with other children retelling the story of the Gingerbread Man using the props? Can you design and make a cake using different media?	Can you use your senses to describe the different foods? Can you draw/paint the different fruits/vegetables? Can you make a healthy meal using different media? Can you take on the role of a chef in the café role play area? Can you cut up the food safely using the correct tools? Can you make some healthy foods?	Can you design and make make your own naughty bus? Can you dip the cars in paint and make tracks? What happens if you drive another car over the track in a different colour? After hearing all the new songs about London which is your favourite song?	Can you create patterns for Hattie's scarf? Can you use feathers to make patterns? Can you make your own natural paints using flowers and spices? Can you make pictures using natural materials found outdoors?	Can you represent your own ideas through making up a dance or a song all about the zoo animals? Can you represent your own ideas by designing and creating your own map of a zoo? Can you create and build your own zoo?	Can you design and make your very own super vegetable using different media? Can you dress up and act out being your favourite superhero?
<b>Understanding the World</b>	Who is in your family? Can you share your home routines?	What foods do you like and do your friends like the same foods?	What is the same/different	Which animals hatch from eggs and which animals do not?	What are the differences between a bear and a dog?	What would you like to be when you grow up?

	What routines/rules do we have in school? How do we remember our routines/rules? Is there anything we can do to help us remember?	Do you know what foods come from different cultures? Why do we need to eat healthy foods? What else can we do to stay healthy? Autumn Walk (seasons)	about London and Coppull? How is the environment different in London to where we live? What was Coppull like in the past? What was London like in the past? Winter Walk (seasons)	What happens when a plant grows? What happens when an animal grows? What do plants need to grow? What do animals need to grow? What is a lifecycle? Spring Walk (seasons)	Which animal would you have as a pet? What do pets need? How would you look after them? Can you make an enclosure for your favourite animal? What will it need?	Who can help us in our community? How do they help us and when?
<b>Physical Development</b>	FMS/Games Dough Disco	FMS/Gymnastics Dough Disco	FMS/Dance Handwriting	FMS/Commando Joe Handwriting	FMS/Athletics Handwriting	FMS Handwriting
<b>PSED</b>	Me & My Relationships	Being My Best	Valuing Difference	Growing & Changing	Rights & Responsibilities	Keeping Myself Safe
<b>RE</b>	I Am Special/ Harvest	Special People/ Christmas	Stories Jesus Heard	Stories Jesus Told/ Easter	Friendship/ Special Places	Special Times/ Prayer
<b>Celebrating Diversity Cultural Calendar British Values</b>	Harvest festival	Guy Fawkes Anti-Bullying Week Remembrance Day Diwali Hannukah Advent & Christmas	Chinese New Year Shrove Tuesday /Pancake Day	World Book Day Mother's Day Easter	St George's Day	Father's Day
<p>Throughout the year the children relate to people and the topics through the Characteristics of Effective Learning, which feature through all the areas of learning. Playing and Exploring; engagement - finding out and exploring - playing with what they know - being willing to 'have a go' Active Learning; motivation - being involved and concentrating - keeping trying - enjoying achieving what they set out to do Creating and Thinking Critically; thinking - having their own ideas - making links - choosing ways to do things</p>						
<p>In Reception we build on the rhymes we know from our Pre School settings.. These are some of the rhymes we learn in Reception: Wind the Bobbin Up, Up the Tall White Candlestick, I've Been Eaten by a Boa Constrictor, 5 Little Ducks, 5 Currant Buns, 5 Speckled Frogs, 5 Chocolate Cookies, 1 Brown Owl, 5 Little Peas, I Have 10 Little Fingers, Down in the Jungle, When I was One... (pirate song), Little Peter Rabbit, One Two Buckle My Shoe, Dingle Dangle Scarecrow, Tiny Tim, Tommy Thumb is Up, Alice the Camel to 10, One Elephant Came Out to Play, Penguin Song, London Bridge is Falling Down, I have 5 Little Ponies. There is a dedicated singing/rhyme time every day.</p>						