

Long Term Plan 2022-2023

RECEPTION						
Term	Autumn		Spring		Summer	
	Autumn 1 All About Me	Autumn 2 Seasons & Celebrations	Spring 1 Our Planet	Spring 2 Growth & Change	Summer 1 Traditional Tales with a Twist	Summer 2 Journeys
English	<p>All are Welcome Here Alexandra Penfold BL Assessment Piece: Personalised Name Cards</p> <p>We are Family Patrica Hegerty BL Assessment Piece: Family Portrait - Draw accurately and label family.</p> <p>Ruby's Worry Tom Percivail Yellow Write: Worry Note.</p> <p>All Aboard The London Bus Patricia Holt Yellow Write: Labelling Landmarks</p>	<p>We're going on a Bear Hunt Michael Rosen Yellow Write: Lists - What do we need for our hunt?</p> <p>Where the Wild Things Are Maurice Sendak Yellow Write: Party Invitation</p> <p>Chocolate Cake Michael Rosen How to make a Chocolate Mug Cake - Yellow Write: Shopping Lists</p>	<p>Penguins National Geographic Kids Anne Schierber Yellow Write: Antarctic Animal Fact File</p> <p>If Sharks Disappeared? Lilly Williams Yellow Write: Looking after our oceans protest posters.</p> <p>What We'll Build Notes for living on planet earth. Oliver Jeffers Yellow Write: Speech Bubbles</p>	<p>On Sudden Hill Linda Sarah Yellow Write: Recount - What we made out of our cardboard boxes.</p> <p>Katie and The Sunflowers James Mayhew Yellow Write: Instructions on how to grow a plant.</p> <p>Rosie's Farm Pat Hutchins Yellow Write: Life Cycles on the farm</p>	<p>Jack and the Jelly Beanstalk Rachel Mortimer Yellow Write: Character Description</p> <p>Pigs Might Fly Jonathan Emmett and Steve Cox Yellow Write: Story Writing</p> <p>Little Red and the Hungry Lion Alex T. Smith Yellow Write: Story Writing</p>	<p>Handa's Surprise Eileen Browne Yellow Write: Visiting Africa Leaflet</p> <p>The Snail and the Whale Julia Donaldson Yellow Write: Postcard</p> <p>How to catch a star Oliver Jeffers Yellow Write: An imaginative Journey Story</p>
Reading Comprehension Talk Through Stories	Begins Autumn 2	<p>The Gruffalo Julia Donaldson</p> <p>Billy and the Beast Nadia Shireen</p> <p>Owl Babies Martin Wadell</p>	<p>Lost and Found Oliver Jeffers</p> <p>Aliens Love Underpants Claire Freedman</p>	<p>Supertato Paul Lenette</p> <p>Farmer Duck Martin Waddell</p> <p>Sonya's Chickens Phoebe Wahl</p>	<p>After the Fall Dan Santat</p> <p>The Giant Sandwich John Vernon and Janet Burroway</p>	<p>Tiddler Julia Donaldson</p> <p>On the way home Jill Murphy</p> <p>Handa's Hen Eileen Browne</p>

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<p>Story Time Reading for Pleasure</p>	<p>Perfectly Norman Tom Percival</p> <p>So Much Trish Cooke</p> <p>Good Night World Emily Gravett</p>	<p>We're going to find the monster Malorie Blackman</p> <p>The Gruffalo's Child Julia Donaldson</p> <p>The Nativity Story</p>	<p>Somebody Swallowed Stanley Sarah Roberts</p> <p>Astro Girl Ken Willson Max</p> <p>Clean Up Nathan Bryon and Dapo Adeola</p>	<p>The Hungry Caterpillar Eric Carle</p> <p>The Odd Egg Emily Gravett</p> <p>The Extraordinary Gardener Sam Boughton</p>	<p>Chapatti Moon Pippa Goodhart</p> <p>Three Little Wolves and the Big Bad Pigs Eugene Trivizas</p> <p>The Princess and the Pea Rachel Isadora</p>	<p>Coming to England Floella Benjamin</p> <p>Lila and the Rain David Conway</p> <p>Journey Aaron Becker</p>
<p>Maths</p>	<p>Getting to Know you Opportunities for settling in, introducing key areas of the provision, routines, key times of the day and positional language.</p> <p>Just Like me Number: Match, sort compare and amounts. Measure, space and spatial thinking: Compare mass, size and capacity and exploring patterns.</p>	<p>It's 1,2,3! Number: Representing 1,2, 3 Comparing 1,2,3 Composition of 1, 2, 3 Measure, space and spatial thinking: Circles and Triangles Positional language</p> <p>Light and Dark Number: Representing numbers to 5. One more and one less. Measure, space and spatial thinking: Shapes with 4 sides and Time.</p>	<p>Alive in 5! Number: Introducing zero. Comparing numbers to 5. Composition of 4 & 5 Measure, space and spatial thinking: Compare Mass Compare Capacity</p> <p>Growing 6, 7, 8 Number: 6, 7 & 8. Making pairs. Combining two groups. Measure, space and spatial thinking: Length, Height & Time.</p>	<p>Building 9 and 10 Number: 9 & 10. Comparing numbers to 10. Bonds to 10. Measure, space and spatial thinking: 3D shape patterns.</p>	<p>To 20 and beyond Number: Building numbers beyond 10. Counting patterns beyond 10. Measure, space and spatial thinking: Spatial reasoning(1). Match, Rotate and Manipulate.</p> <p>First, then and Now Number: Adding more and taking away. Measure, space and spatial thinking: Spatial reasoning (2) compose and decompose.</p>	<p>Find my Pattern Number: Doubling, sharing and grouping Even and Odd Measure, space and spatial thinking: Spatial reasoning (3) Visualise and Build</p> <p>On the move Number: Deepening Understandings Patterns and Relationships Measure, space and spatial thinking: Spatial reasoning (4) Mapping</p>
<p>RE</p>	<p>God's World Can talk about God making the world and name some things he created.</p>	<p>God's Family Know that they are special to their family and to God. Begin to understand that when we help others we are pleasing God.</p>	<p>Getting to Know Jesus Begin to appreciate that every day there are opportunities to love and share. Begin to respond to others when they are ill.</p>	<p>Sorrow & Joy Begin to recognise that our actions can hurt others. Understand that saying sorry is not enough, we</p>	<p>New Life Begin to understand that Jesus rose from the dead. Know that after God gave Jesus a new life he</p>	<p>The Church Know we belong to God's family. Able to talk about what they have seen in church. Know that we call the church the family of</p>

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	<p>Can talk about the needs of animals and plants and how we look after them. Know that God made each one of us different and special.</p>	<p>Know that Christmas is a celebration of the birth of Jesus.</p>	<p>Knows that Jesus can cure people who are ill. Begin to show love to people who are ill.</p>	<p>must change our behaviour. Know that Jesus forgave others who hurt him. Know that we can forgive other people when they hurt us.</p>	<p>appeared to his special friends. Able to retell the story of Ascension.</p>	<p>God and that we can all belong to this family.</p>
<p>RSHE</p>	<p>Handmade with Love We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! I am Me We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Head Shoulders knees and Toes That their bodies are good and made by God The names of the parts of the body Ready Teddy That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p>I like, you like, we all like That we all have different 'tastes', but also similar needs That it is natural for us to relate to and trust one another Good Feelings, Bad Feelings A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings Let's Get Real Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus Growing Up That there are natural life stages from birth to</p>	<p>Role Model We are part of God's family Jesus cared for others and wanted them to live good lives like him We should love other people in the same way God loves us Who's Who To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them You Got a Friend in Me How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships</p>	<p>Safe Inside and Out About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people My Body, My Rules To know they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest Feeling Poorly Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies</p>	<p>God is Love That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others Loving God, Loving Others What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory. Me, you and others That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc.</p>	

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		death, and what these are	<p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p>Forever Friends</p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>That when we are unkind, we hurt God and should say sorry.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives</p>	<p>because God created them and gifted them to us.</p> <p>People who can help us</p> <p>There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p>	<p>That we have a duty of care for others and for the world we live in (charity work, recycling, etc.)</p> <p>About what harms and what improves the world in which they live</p>
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Understanding The World

<p>The Natural World - Switched on Science</p>	<p>Superhero Materials Children look at the properties of materials and learn to 'describe the simple physical properties of a variety of everyday materials' creating their own 'material superheroes' out of different materials. They test materials looking at their properties through a selection of modelled experiments.</p> <p>Biscuit Bears The children sort and make biscuits to develop their understanding of materials, including how they can be changed</p>	<p>Whatever the Weather Children are encouraged to notice and talk about change over time. Initially they will be making simple comparisons about the temperature and weather conditions. Gradually, however, they can be supported to make and record simple measurements.</p> <p>Food of the Seasons Children are given the opportunity to develop skills and attitudes that help them to prepare and enjoy food that is healthy.</p>	<p>Zarg's World Children begin to understand Earth's position in space and understand that there are many other planets in our own Solar System and beyond.</p> <p>Frozen Children will explore and experiment with ice and what makes it freeze and melt. They will have opportunities to design a 'super sled' to compete in winter sports. They will also learn about snowy parts of the world and think about what it is like for humans and</p>	<p>The Potting Shed Children set up a potting shed where they develop their skills and confidence as gardeners and increase their knowledge about plants. Children will begin to recognise and name a variety of different plants, not only the ones that they grow but native plants that may, as weeds, need to be removed from their garden. They will also begin to confidently talk about what a plant</p>	<p>Into the Woods As woodlands form the setting of many fairy tales children will explore and enjoy both the story book and 'real life' elements of woodlands as they plan their own trip 'into the woods'. Children will become familiar with, and be able to name, a growing number of native plants and animals. They will also begin to use simple secondary sources to discover more about British woodlands.</p>	<p>Pirates Floating and sinking, through problem solving to make pirate boats and rafts. Sorting and identifying animals, particularly from habitats such as the sea and rainforest.</p> <p>Slimy Things</p>
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	<p>using force and heat. The children will develop skills and understanding in carrying out simple comparative tests on keeping biscuits fresh.</p>		<p>other animals to live in the Arctic or Antarctic. They will also be able to talk about their ideas, perform simple tests and compare their results.</p>	<p>needs to thrive, including light, water and soil.</p> <p>Pets and Vets Children will begin to realise that humans are a type of animal that has the same needs as other animals; they will think about the importance of exercise, food and health care for all animals. Children will primarily focus on mammals whilst being introduced to birds, fish, amphibians, reptiles and invertebrates.</p>	<p>Save the Gingerbread Man</p>	
<p>People, Culture Communities</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them and 'People Who Help Us'. Take the children to visit the local bakery or supermarket (where biscuits are sold). Encourage family members who have experience of other food cultures to share their expertise.</p>	<p>Learn about the different weather experiences of people around the world. Using a globe to begin to understand how, while we in the Northern Hemisphere are enjoying summer, in the Southern Hemisphere it is winter. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways - the church at Christmas and the Mosque during Eid. Encourage family members who have</p>	<p>Recognise some environments that are different to the one in which they live.</p>	<p>Plan for children to visit a greenhouse or a potting shed to find out what happens there, how tools are stored and how gardeners 'pot' the plants. When they return to school, they can be involved in setting up their own potting shed. Children make decisions based on the visit and any personal knowledge they have from home.</p>	<p>Encourage children to make maps or miniature landscapes using small world props, perhaps in the sandpit. Focusing on UK landmarks. They could show the path taken through the woods of a story book character such as Little Red Riding Hood.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map - Children use BeeBot to direct to find X marks the spot on a floor Pirate treasure map.</p>

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		experience of other food cultures to share their expertise.				
Past and Present	Talk to older family members about their favourite biscuit when they were young.	The Nativity Story - beginning to understand how this event took place in the past - exploring chronological order.	The first Moon landing children can be encouraged to interview older family members to find out what they remember about the event. This will also be a chance for them to ask about other things that the older generation remember from their childhood and to compare their different experiences.	Comment on images of familiar situations in the past. Recognising basic chronological order and that things happened before they were born. Sharing family photos of themselves and their family.	Compare and contrast characters from stories including figures from the past. For example Lewis Carroll's 'A Day in Wonderland'.	
Music & Rhyme Time	Me! Explore: growing, homes, colour, toys, how I look	My Stories Explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time	Everyone! Explore: family, friends, people and music from around the world	Our World Explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Big Bear Funk A Transition Unit Preparing for Year 1 Perform and Share	Reflect, Rewind and Replay A consolidation of the year's work, prepare for a performance and look at the history of music.
Computing Purple Mash	All About Me Feelings Maths City - Car Race People Who Help Us					
PE Get Set 4 PE	Places & Spaces Introduction to PE Balancing, running, hopping, jumping, travelling and changing direction. Handling equipment, using a safe space and working with a partner	Weather Ball Skills	Transport Games	Travel Dance	Traditional Tales Gymnastics Explore basic movements, creating shapes and balances, jumps and rolls. Awareness of space and how to use it safely. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat	Around the World Games



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					short sequences. Begin to understand using levels and directions when travelling and balancing.	
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