

Reception Long Term Plan 22/23

The Early Years curriculum is underpinned by 'in the moment' planning. The reception team responds to the children's interests and help guide the children's learning around their play based exploration and experimentation.

	Autumn		Spring		Summer	
Subject	Term 1 The world around me	Term 2 Frozen planet	Term 3 Story telling	Term 4 Just imagine	Term 5 Amazing animals	Term 6 Changes
Personal, Social and Emotional Development	We will become familiar with our new environment, our grown ups and our peers. With support we will begin making new friends, access the resources inside and outside and learn school routines. We will develop the important skills of turn taking and sharing. We will discuss our feelings and emotions, and begin learning techniques to support our 'big' feelings.		We will build on the relationships we formed last term. We will begin to independently take steps to resolve conflicts with others i.e. compromise. We will be encouraged to develop increased independence, and say when we do or don't need help. We will talk about friendships and how our actions affect others. We will be aware of the boundaries set, and of the behavioural expectations in school, and are learning to independently adjust our behaviour to reflect these.		We will show sensitivity to others' needs and feelings, taking account of one another's ideas and playing cooperatively. We will be confident in trying new activities, and be able to say why we like some things more than others. We will talk about our own ideas, and independently choose the resources we need for our chosen activities. We will work well as part of a group or class, adapting our behaviour to different situations, and taking changes of routine in our stride. We can talk about our own and others feelings, talk about our own and others behaviour and its consequences. We are aware that some behaviour is unacceptable and why.	
Communication and Language	We will grow in confidence when speaking to others, both as a group and independently. We will begin to use more complex sentences, and build a vocabulary that reflects our experiences (Providing an enriched vocabulary will be a key priority). We will understand the importance of listening to others, and show increasing attention and recall when listening to stories. We will be able to respond to simple instructions, and begin to understand 'why' and 'how' questions.		We will use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. We will question why things happen and give explanations. We will begin to use intonation, rhythm and phrasing to make the meaning clear to others. We will link statements and stick to a main theme or intention. We will use talk to organise, sequence and clarify thinking, ideas and events. We will be learning to maintain our attention and concentration for longer periods of time. We will join in with repeated refrains and anticipate key events and phrases in rhymes and stories. We will begin following stories without pictures or props, and listen and respond to ideas expressed by others in conversation or discussion.		We will use our fine motor skills to use and hold a pencil effectively, and form recognisable letters. We will be able to use simple tools, and show increasing control over an object. We will develop an understanding for the need for safety when tackling new challenges, and when using equipment and tools. We are beginning to apply safety measures without direct supervision. We will discuss the need for a healthy diet and what that contains. We are dressing and undressing independently, and can manage our own basic hygiene.	
Physical Development	We will experiment with different ways of moving ie slithering, running, hopping. We will be learning to negotiate space successfully, adjusting our speed		We will start to express ourselves effectively, showing an awareness of the listeners needs. We will use past, present and future forms accurately		We will show good control and coordination in large and small movements. We will move confidently in a range of ways, safely negotiating space. We will	

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	and direction to avoid obstacles. We will spend time developing our gross motor skills allowing us to draw lines and circles. We will also develop our fine motor skills allowing us to use one handed tools and equipment, and develop our pencil grip. We will be able to use our words to tell an adult if we are tired or hungry. We will discuss the effects of exercise on our bodies. We are becoming experts at attending to our individual toileting needs. We are practicing getting dressed independently		when talking about events. We will develop our own narratives and explanations by connecting ideas or events. We will listen attentively in a range of situations. When listening to stories we will accurately anticipate key events and respond to what we have heard with relevant comments, questions or actions. We will demonstrate two channelled attention. We will follow instructions involving several ideas or actions, and answer 'how' and 'why' questions about our experiences or learning.		handle tools and equipment effectively, including pencils for writing. We know the importance for good health of exercise, and a healthy diet, and talk about ways to keep healthy and safe. We are able to manage our own hygiene and personal needs successfully.	
Phonics	Throughout the year we will be using the Letters and Sounds sequential phonics scheme to help deliver a robust phonics curriculum to the children. We will begin with Phase 1 focusing on the sounds children hear and identifying them. Then we will move onto Phase 2 and 3 spending time building skills such as letter and sound recognition, word segmenting and word blending .					
Literacy	We will explore rhyme and alliteration. We will enjoy listening to and joining in with stories, we are beginning to anticipate key events and phrases. We will explore story structure, settings, characters and events. We are beginning to show interest in print in books and the environment, and can recognise familiar words such as our names. We are beginning to give meaning to the marks we make and see in the environment. We are learning to hear and say the initial sound in words.		We are now looking at books independently, handling them carefully and understand that the print carries meaning. We are becoming confident linking sounds to letters. We are beginning to segment and blend for reading and writing. We are using vocabulary and forms of speech that are increasingly influenced by our experiences of books. We are experiencing a wide range of books including non fiction and poetry. We are using clearly identifiable letters to communicate meaning and are beginning to write words and short sentences.		We will be able to read, write and understand simple sentences. We use our phonics knowledge to decode regular words and read them aloud accurately, as well as write words in ways which match the spoken sounds. We are also able to read and write some irregular words. We demonstrate understanding when talking with others about what we have just read.	
Maths	We know that numbers identify how many objects are in a set. We are beginning to use number names and language spontaneously and accurately in play. We are able to recite numbers in order to 10 and are learning to recognise these numerals. We are learning to count accurately and carefully, and can say which number is more or less. We are beginning to show an interest in numerals and number in the environment. We are showing an interest in shape and space, and learning to name and describe 2D shapes. We are being introduced to the language of		We can recognise numerals 0-10 and count objects to 10 accurately. We are beginning to recognise numerals, and count, beyond 10. We can use the language of maths such as more or fewer to compare numbers. We are learning to add and subtract and beginning to record using marks we can interpret and explain. We are using mathematical terms to describe shapes, length and height, weight or capacity, and time. We are able to use positional language such as behind or next to.		We are able to recognise and count reliably to 20, place them in order and say which number is 1 more or 1 less than a given number. We are able to add and subtract two single digit numbers using objects or picture representations, we can count on or back to find the answer. We are able to solve problems such as doubling, halving and sharing. We are able to use mathematical language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects to solve problems. We can recognise 2D and some 3D shapes and use	

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	mathematics such as more/less than, add, subtract, equal too.				mathematical language to describe them.	
Understanding the World	We will talk about significant events in our own experiences, and recognise and describe special times or events for family or friends. We are developing an understanding of what makes us unique, and can talk about some of the similarities and differences in relation to others. We can talk about things we have observed in the natural world, and ask questions about it. We are learning about our senses, and that some people don't have them all. We are beginning to talk about why and how things happen, and showing care and concern for living things and the environment. We are showing an interest in technological toys, or real objects and can operate simple equipment i.e. turn on a CD player. We are learning that computers are a source of information.		We enjoy joining in with family or school customs and routines. We are showing an interest in different occupations and ways of life. We are developing an understanding of growth, decay and changes over time, and look closely at similarities, differences and patterns. We are able to use ICT hardware to interact with age appropriate computer software, and know how to complete a simple programme on a computer.		We are able to talk about past and present events in our lives and that of family. We are aware of differences between us and others, and among families, communities and traditions, and are sensitive to this. We are aware of similarities and differences in relation to places, objects, materials and living things. We are able to talk about features of our environment and how environments vary from one another. We make observations of the natural world and explain why some things occur, and talk about changes. We are aware that a range of technology is used in the world, and we can select and use this technology for a particular purpose.	
Expressive art and design	We will take part in dancing and singing, and explore how sounds can be changed. We will experiment with pitch and tempo. We will be looking at colour and colour mixing. We will be encouraged to use various construction materials to build and create. We are learning that tools are used for a purpose. We use our first hand experiences to build stories around toys and other available resources. We are beginning to represent our experiences through a range of media such as music, dance and paint.		We are now building our own repertoire of songs and dances, and exploring the sound of instruments. We are experimenting with mixing our own colours and creating different textures. We understand we can create new things by combining different media, and we are manipulating materials to achieve a planned effect. We can now use simple tools and techniques effectively and appropriately, adapting work where necessary. We are responding to our feelings, ideas and experiences with new combinations of movement and gesture. We can play alongside peers who are engaged in the same theme or act out a narrative.		We will sing songs, make music and dance, and be able to experiment with changing them. We safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We will be able to use our learning about media and materials in original ways, thinking about the uses and purpose of our creations. We are able to represent our own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	