

RECEPTION LONG TERM PLANNING 2022-2023

 PERSONAL SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN	INVOLVING PARENTS
AUT 1 "Who am I?" FIREWORKS/DIWALI	<p>Forming good relationships and including others in play i.e. sharing. Communicating with peers and listening. Aware of boundaries and rule/routines within the setting and at home. Selecting own resources.</p> <p>*Can show some listening skills. Follow simple instructions. * Understands the uses of the equipment. Can talk about what has happened. Learning new words.</p>	<p>Beginning to understand their own needs hunger/toilet/ personal hygiene. *Dresses with support. *Moves freely using suitable spaces and speed. *Draws lines and circles Holding a pen correctly *Knows equipment needs to be used safely.</p>	<p><u>Reading</u> *Have some favourite stories and rhymes. * Join in with rhythmic activities. Expose children to a range of different genres e.g. traditional tales and nursery rhymes. *Handle books carefully. *Know that print carries meaning. <u>Writing</u> *Making marks for meaning. *Recognise own name. *Writes own name. *Hear and say initial sounds in words.</p>	<p><u>Numbers</u> *Say some number names in play. *Recite numbers in order to 10. *Recognises numbers up to 5 – 10. *Can count out the right number of objects/actions. <u>Shape</u> *Uses shapes in pictures. Beginning to use language of size (big, middle and small) *Positional language e.g. on & under</p>	<p>Shows an interest in their lives and those of personal significance. *Knows what makes them similar and unique. *Beginning to have their own friends. *Notice detailed features in their environment. *Knows how simple ICT works.</p>	<p>*Explores and experiments with colours and marks. *Joins in singing favourite songs. *Match movement to music. *Tap out repeated rhythms. *Creates sounds by banging and shaking etc...</p>	<p>Settling in time- supporting transition. Baseline- Child's interests at home.. New baseline from the Government. Each child assessed and information shared with the parents at the parent consultation. LIBRARY BOOKS SENT HOME WEEKLY AND PROMOTING THE LOVE OF READING.</p>
AUT 2 Child led theme SPACE	<p>Explains their own knowledge and asks questions. *Takes on responsibility.</p> <p>*Beginning to understand 'why and 'how' questions. *Can describe where something is with prepositions. *Follow simple instructions.</p>	<p>Moves freely in a variety of different ways. *Uses scissors and other tools safely. *Show a dominant hand.</p>	<p><u>Reading</u> *Introducing alliteration-initial sounds-rhyming string through stories.</p>	<p><u>Number</u> *Matching objects to numerals. *Starts to represent and recognise some numbers. *Say number names in sequence.</p>	<p>Recognises and describes special events and joining in with them. *Begin to understand differences in different families.</p>	<p>Moving to music *Exploring colour/texture to make pictures. *Singing a few familiar songs.</p>	<p>Christmas DEPENDING ON CURRENT CLIMATE - Decoration making - Parents invited in. Linking with the school community-Carol concert.</p>

CHRISTMAS	<ul style="list-style-type: none"> *Confident in different social situations. *Aware of friendship and feelings. *Working as a group with support 	<ul style="list-style-type: none"> *Follows 2 step instructions. *Speaking in front of a small group. *Using and & because in sentences. *Use language to support role play. 	<ul style="list-style-type: none"> *Makes anticlockwise movement. *Understand their own needs hunger/toilet/ personal hygiene. 	<ul style="list-style-type: none"> *Hear and say initial sounds in words. *Beginning to blend VC and CVC words. <u>Writing</u> *Beginning to form recognisable letters. *Writes VC and CVC words. *Writes own name. *Sometimes gives meaning to the marks they make. *Tracing own name 	<ul style="list-style-type: none"> *Counting up to 10 and beyond <u>Shape</u> *Using positional language e.g. behind & next to. *Notice simple shapes and patterns in pictures. *Begins to create patterns with support. *Begins to understand daily routines and uses terminology e.g. home time. 	<ul style="list-style-type: none"> *Develop friendships. *Talks about how things work. *Investigates toys that have moving parts. *Begin to uses age appropriate software 	<ul style="list-style-type: none"> *Joining in with a wider variety of role play. *Beginning to use narrative in role play 	Parents evening. LIBRARY BOOKS SENT HOME WEEKLY AND TO CONTINUE TO PROMOTE THE LOVE OF READING.
SPR 1 Child led theme WINTER/ BAKERY SHOP (Role play)	<ul style="list-style-type: none"> Having conversations with peers. Showing affection and concern and can respond to others needs. 	<ul style="list-style-type: none"> *Using 'why and 'how' questions *Beginning to use more complex sentences. *Use talk to sequence events/ stories. *Can talk about what has happened. 	<ul style="list-style-type: none"> Catches and throws a ball. *Able to move safely and negotiate space without support. *Knows equipment needs to be used safely. 	<ul style="list-style-type: none"> <u>Reading</u> *Book language. *The role of an author/ illustrator. *Know that print carries meaning. *Describing characters. *Sequencing stories/events with support. <u>Writing</u> *Writes own name and CVC words. *Forming recognisable letters. 	<ul style="list-style-type: none"> <u>Numbers</u> *Recite numbers in order to 20. *Recognises numbers up to 1-15. Can count out the right number of objects/actions. <u>Shape</u> *Recognise 2D shapes (naming and properties) *Length and height language. *Beginning to use everyday language related to money. 	<ul style="list-style-type: none"> Shows an interest in their lives and those of personal significance. *Knows what makes them similar and unique. *Beginning to understand stories from other cultures (Chinese New Year) 	<ul style="list-style-type: none"> *Tap out repeated rhythms. *Creates sounds by banging and shaking etc 	Coffee Morning - depending on the COVID situation however if not a phonics video shared with parents as well as guidance. Phonics supporting guidance sent home. LIBRARY BOOKS SENT HOME WEEKLY.
SPR 2 Traditional tales	Uses their own knowledge and asks questions.	Can describe where something is with prepositions.	Uses scissors and other tools safely. *Can form letters of similar size.	<ul style="list-style-type: none"> <u>Reading</u> *Fiction / Non Fiction books. <u>Writing</u> 	<ul style="list-style-type: none"> <u>Numbers</u> *beginning to use + and – and = 	<ul style="list-style-type: none"> *Recognises and describes special events and joining in with them. 	Beginning to use narrative in role play.	Parents evening. St David's Day/St Patrick's Day and Easter related

PLUS looking after each other and keeping safe	*Takes on responsibility. *Aware of friendship and feelings.			*Forming recognisable letters.	*Can combine two groups and count them all Shape *Using positional language e.g. behind & next to. *Capacity language e.g. full, empty.	*Begin to understand differences in different families. *Looks at similarities and differences *Talks about how things work. *Shows concern and care for living things and the environment. *Beginning to understand stories from other cultures (Easter)		activities.
SUM 1 Child led theme	Understanding emotions *Can work at a group activity without CT support Beginning to accept the needs of others and take turns.	Be able to use past, present and future when talking about events. *Can talk about what has happened.	Can manage personal hygiene independently. *Show good control and coordination in large and small movements. *Healthy Eating Focus: *Know the importance for good health.	Reading *Can use non fictions books to find out information. *Using vocabulary influenced by their experience of books. *Confident to use transferable skills (phonics) Writing *Begins to form simple sentences using fingers spaces, capital letters and full stops. Continues a rhyming string.	Numbers *Begins to make comparison between quantities. *Counting forwards and backwards. *Recognises numbers up to 1-20. *Be able to say one more/one less than a given number. *Adding and subtraction 2 single digit numbers. *Can count out the right number of objects/actions. Shape *Recognise 2D/ 3D shapes (naming and properties) *Using everyday language for time, money, capacity and weight.	*Recognises and describes special events. *Joins in with family customs and routines. *Knows what makes them similar and unique. *Shows an interest in different occupation and ways of life. *Notice detailed features in their environment and can make a comparison. *Recognise a range of technology in schools and home.	Chooses particular colours for a purpose. *Makes up rhymes. *Sings songs, make music and dance independently.	
SUM 2 Child led theme PLUS	Asks appropriate questions *Aware of behavioural expectations. *Can understand and follow rules independently.	Answer 'why and 'how' questions about their experiences. *Uses talk in pretending that objects stands for something else. *Beginning to use more complex sentences. *Use talk to clarify thinking.	Attempts writing on lines. Formation of letters, similar size.	Reading *Demonstrates understanding when talking about what others have read. *Can talk about illustration and	Numbers Begins to make comparison between quantities- use language such as one more/ one less. Counting forwards and backwards.	Looks closely at similarities, differences, patterns and change. Talks about why things happen and how things work.	Moving to music rhythmically .. Exploring colour/texture to make pictures. Beginning to use narrative in role play.	Open morning and graduation for parents/children..

CHANGES AND TRANSITION	<p>*Can talk about what has happened.</p>		<p>authors and story books. *Confident to use transferable skills (phonics) <u>Writing</u> Making marks for meaning. Begins to form simple sentences using fingers spaces, capital letters and full stops. Writing for different purposes.</p>	<p>Recognises numbers up to 1-20. Adding and subtraction 2 single digit numbers. Doubling and Halving. Can count out the right number of objects/actions. <u>Shape</u> Recognise 2D/ 3D shapes (naming and properties) Using everyday language for time, money, capacity and weight.</p>	<p>Comments and asks questions about aspects of their familiar world. Notice detailed features in their environment and can make a comparison. Can select and use technology for particular purposes.</p>	
IMPACT OF THIS PLANNING	<p>Children are beginning to use their phonics accurately, however this is an area that we continually strive to develop and promote with parents.</p> <p>EYFS and Year 1 staff work together to ensure good transition between the curriculums.</p> <p>All children should make good progress from their individual starting points.</p> <p>At Oakmere School we realise that we need to focus on the prime areas (Communication and Language, Personal Social and Emotional Development and Physical Development). This is to ensure they can access and make progress in the specific areas of learning.</p> <p>Communication and Language is a key focus area and support is put in this area by use of a new language intervention that we have invested our time in, NELI.</p> <p>The characteristics of effective learning are embedded and evidenced through what practitioners see and evidence.</p> <p>Children show an understanding of each other and are beginning to make good choices. This helps them to make positive relationships.</p> <p>Children show high levels of engagement in their pupil-led curriculum due to this being developed through their own interests.</p>					