


Abbey Hey Primary Academy
Reception Long Term Plan 2022-2023

TEACHERS: KB, SW, RW			YEAR GROUP- Reception			CLASSES: Daffodils, Snowdrops, Bluebells		
	AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	Theme	Me and My World	My Heroes	Standing Ovation	Castles, Knights and Dragons	Spring in our Step	Where we live	Science Detectives
	Hook for Learning	Family Activity Morning	Inviting police officers / school nurse / fire brigade / guide dogs / dental nurse / post man	Winter Songs Performance	Medieval Banquet dressing up day	Planting our own beanstalks Real life caterpillars / butterflies in the classroom Real life tadpoles in the pond	Treasure hunt around the local area – guiding children around local amenities eg: bus stop / post box / shops etc.	Eureka! Museum visit
	PSED	See themselves as a valuable individual. Manage own needs.	Express their feelings and consider the feelings of others.	Build constructive and respectful relationships	Build constructive and respectful relationships.	Show resilience and perseverance	Identify and moderate their own feelings	See themselves as a valuable individual.

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	<p>ELG Assessment</p> <p>Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance of healthy food choices.</p>	<p>Identify and moderate their own feelings.</p> <p>ELG Assessment</p> <p>Show an understanding of their own feelings and those of others.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p> <p>ELG Assessment</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>ELG Assessment</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs</p>	<p>in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>ELG Assessment</p> <p>Show independence, resilience and perseverance in the face of challenge.</p> <p>Understand the importance of healthy food choices.</p>	<p>socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>ELG Assessment</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Explain the reasons for rules, know right from wrong.</p>	<p>Express their feelings and consider the feelings of others.</p> <p>ELG Assessment</p> <p>Set and work towards simple goals.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
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<p>PHYSICAL DEVELOPMENT</p> 	<p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Manage the school day successfully.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:- Combine different movements with ease and fluency.</p> <p>Develop their small motor skills.</p> <p>ELG Assessment</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility.</p> <p>ELG Assessment</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Know and talk about the different factors that support their overall health. Revise and refine the fundamental movement skills they have already acquired.</p> <p>ELG Assessment</p> <p>Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. hygiene</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>
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<p>COMMUNICATION AND LANGUAGE</p>	<p>Engage in story times. Learn new vocabulary. Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Use new vocabulary through the day.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems and songs. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Connect one idea or action to another using a range of connectives. Make simple predictions about what will happen next. Retell the story, once they have developed a deep familiarity with the text. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Understand and use new vocabulary introduced through non-fiction texts and stories Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Link events in a story to their own experiences. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Learn and use new vocabulary Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>
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<p>LITERACY</p> 	<p>Read Write Inc differentiated groups</p> <p>Write their first name without a reference. Answer 'what' questions related to a story. Spell words by identifying the sounds and then writing the sound with letter/s. Write the correct initial sounds of words. Read individual letters by saying the sounds for them.</p>	<p>Read Write Inc differentiated groups</p> <p>Orally plan a sentence for an adult to scribe Spell words by identifying the sounds and then writing the sound with letter/s.- <i>write the correct initial sounds of words</i> <i>write CVC words using the sounds they have been taught</i></p>	<p>Read Write Inc differentiated groups</p> <p>Blend sounds into words, so that they can read short words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Sequence and retell the main events in a story.</p> <p>Retell the main events in a story.</p> <p>Answer who, what</p>	<p>Read Write Inc differentiated groups</p> <p>Create a simple narrative using vocabulary introduced through a text.</p> <p>Spell words by identifying the sounds and writing the sound with letters.</p> <p>Read and write simple phrases made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Read Write Inc differentiated groups</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p>	<p>Read Write Inc differentiated groups</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>Read Write Inc differentiated groups</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense. Spell words by identifying the sounds and then writing the sound with letter/s.</p>
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			and where questions about a book. Write their first name without a reference.				
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Core Texts		People Who Help Us Series by Rebecca Hunter: Vet, Dentist, Postman, Farmer, Lifeboat Crew, Police Officer, Doctor, Nurse.	Juniper Jupiter by Lizzie Stewart	The Small Knight and George by Ronda Armitage	The Extraordinary Gardner by by Sam Boughton	The Jolly Postman by Alan Ahlberg	What is Science? By Rebecca Kai Dotlich
	What I Like About Me by Allia Zobel-Nola		The Jolly Christmas Postman by Alan Ahlberg	Castles by Maggie Freeman	Jack and the Beanstalk	This Is London by Miroslav Sasek	Tree by Patricia Hegarty
	What Makes Me a Me? By Ben Faulks			George and the Dragon by Christopher Wornell	The Enormous Turnip	All Aboard the Bobo Road by Steven Davies	Whatever Next! By Jill Murphy
	Usbourne All About Families	Supertato by Sue Hendra and Paul Linnet			The Very Hungry Caterpillar by Eric Carle		Funny Bones by Janet and Alan Ahlberg
	Me and My Amazing Body by Joan Sweeny				Lifecycle of a Frog by Grace Jones		Handa's Surprise by Eileen Browne
	Rama and Sita: The story of Diwali by Malachy Doyle				Lifecycle of a Butterfly by Charlotte Gullain		Commotion in the Ocean by Giles Andreae
					What Can You See in Spring? by Sian Smith		

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Writing genres	<p>Writing their name – published via self portraits on the wall.</p> <p>Orally construct sentences about themselves – make a stage with microphones etc. Children to perform to their friends.</p> <p>Write labels using initial sounds.</p>	<p>Orally plan a sentence about them for an adult scribe.</p> <p>Writing names and labels</p>	<p>Write labels</p> <p>Write a letter</p>	<p>Writing labels and phrases</p> <p>Writing a wanted poster</p> <p>Writing a job description</p>	<p>Label a plant</p> <p>Write a character description</p> <p>Caption writing</p> <p>Description of a butterfly</p> <p>Write their own book</p> <p>Write a seasons book</p>	<p>Information book about the local area</p> <p>Label maps</p> <p>Letters</p> <p>Postcards</p>	<p>Character descriptions</p> <p>Write a fact file</p> <p>Write a story</p> <p>Instructions</p>
MATHEMATICS	<p>Match and Sort: Find and match objects that are the same.</p>	<p>Recognising 123 by counting or subitising:</p>	<p>Recognise 4 and 5 by counting or subitising:</p>	<p>Composition of 4 and 5:</p> <p>Explore and notice the</p>	<p>Recognise and represent 8, 9 and 10:</p>	<p>Count beyond 10: Count verbally beyond 20.</p>	<p>Count beyond 10</p> <p>Count verbally beyond 20</p> <p>spotting patterns</p>




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	<p>Sort objects according to colour, size or shape. Compare Amounts:</p> <p>Use the vocabulary fewer, the same and more to compare groups of objects.</p> <p>Compare Size, Mass and Capacity: Compare and order objects according to their size.</p> <p>Use mathematical language to describe size</p> <p>Explore Pattern: Copy, continue and create simple repeating patterns. Explore AB patterns in a</p>	<p>Count and subitise how many. Make collections of 1,2 and 3 objects</p> <p>Understanding 123: Make comparisons between groups of 1,2 and objects.</p> <p>Explore and notice the different compositions of 2 and 3.</p> <p>Compose and decompose shapes: Find 2D shapes within 3D shapes.</p>	<p>Count and subitise how many. Make collections of 4 and 5 objects.</p> <p>Explore 1 more or 1 less than numbers to 5</p> <p>Squares and Rectangles:</p> <p>Recognise shapes in everyday objects and the environment.</p> <p>Describe some properties of squares</p>	<p>different compositions of 4 and 5.</p> <p>Compare numbers to 5: Make comparisons between groups of 0-5 objects.</p> <p>Use the number name zero and numeral 0 accurately.</p> <p>Recognise 6 and 7 by counting or subitising:</p> <p>Count and subitise how many.</p> <p>Make collections of 6 and 7 objects.</p>	<p>Identify representations of 8, 9 and 10</p> <p>Explore the composition of 8,9 and 10</p> <p>Compare numbers to 10: Make comparisons between groups of 0-10 objects.</p> <p>Number Bonds to 10:</p> <p>Explore number bonds to 10 using real objects</p> <p>Find how many more to make 10</p> <p>Shape and Spatial Reasoning:</p>	<p>Count beyond 10 using number tracks.</p> <p>Comparing numbers to 10: Divide numbers into equal groups. Use 'the same' to describe identical sized groups.</p> <p>Continue explore the composition of numbers to 10: Partition and recombine sets. Automatically recall number bonds:</p> <p>Automatically recall number bonds for numbers 0–5.</p> <p>Develop spatial reasoning skills: Copy complex 2D pictures with 3D resources</p>	<p>in 2-digit numbers.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Match sets of objects or actions with the correct numeral.</p> <p>Automatically recall number bonds for numbers 0–10. Compose and decompose shapes</p> <p>Investigate how shapes can be combined to make new shapes.</p> <p>Identify shapes within shapes. Compare length, weight and capacity.</p> <ul style="list-style-type: none"> • Use comparat
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	range of contexts.		and rectangles. Compare length, weight, and capacity: Compare length using appropriate mathematical vocabulary. Time and Sequencing : Use time related vocabulary to talk about their day.	Compare length, weight, and capacity: Compare mass and capacity using appropriate mathematical vocabulary.	Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Copy and continue repeating patterns		ive language accurately. <ul style="list-style-type: none"> • Make a reasonable estimate about capacity and length. Continue, copy and create repeating patterns.
UNDERSTANDING THE WORLD	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Compare and contrast characters from stories, including figures from the past.	Understand that some places are special to members of their community.	Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them. Describe what they see, hear	Draw information from a simple map. Recognise some similarities and differences between life in this	Recognise some environments that are different to the one in which they live. Understand the effect of

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	<p>ELG Assessment Talk about the lives of people around them and their roles in society</p>	<p>ELG Assessment Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG Assessment Know some similarities and differences between different religious and cultural communities in this country.</p>	<p>ELG Assessment Know some similarities and differences between things in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>and feel whilst outside.</p> <p>Understand the effect of changing seasons.</p> <p>ELG Assessment Explore the natural world, making observations and drawing pictures.</p>	<p>country and life in other countries.</p> <p>ELG Assessment Describe their immediate environment. Explain some similarities and differences between life in this country and life in other countries.</p>	<p>changing seasons on the natural world around them.</p> <p>ELG Assessment Know some similarities and differences between the natural world around them and contrasting environments</p>
							
							
<p>EAD</p>	<p>Explore, use and refine a variety of</p>	<p>Develop storylines in</p>	<p>Listen attentively,</p>	<p>Develop storylines in</p>	<p>Explore, use and refine a</p>	<p>Listen attentively, move to and talk</p>	<p>Recognise some environments</p>

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	Phonics Books Class Floor Books Independent Work Folders Teacher Judgement AD Task Assessment sheets Intervention groups						
ASSESSMENT SHARED WITH PARENTS	Parents invited to look at class floor books during celebration times Celebrations and messages on Class Dojo Termly report shared at Parent's Evening						
MODERATION	Half termly in house moderations UL Cluster moderation meetings (termly)						
TRIPS, VISITS AND EXPERIENCES	Family Activity Morning – this will encourage children to proudly display their writing on the wall.	Visit from police officers / school nurse / fire brigade / guide dogs / dental nurse / post man	Perform on a stage	Medieval banquet	Planting a beanstalk Live caterpillars and tadpoles	Treasure hunt around the local area	Eureka! Museum visit
PARENTAL ENGAGEMENT	Stay and plays Family Activity Morning	Winter songs performance. Parents invited. Children to take words home to practise with their families.	Performance of songs to parents.	Parent gardening morning and spring time songs in the nature garden.	Parents invited on the local treasure hunt	Eureka Museum visit – parent helpers invited Parents involved in Sports Day	

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