

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

TEACHERS: KG, TG, KE			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	Treasure hunt around the local area – guiding children around local amenities eg: bus stop / post box / shops etc.	Eureka Museum visit!
PSED	<p>See themselves as a valuable individual. Manage own needs.</p> <p>ELG Assessment</p> <p>Manage their own basic hygiene and personal needs, including dressing, toileting and understanding the importance</p>	<p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings.</p> <p>ELG Assessment</p>	<p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>ELG Assessment</p> <p>Form positive attachments to</p>	<p>Show resilience and perseverance 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</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>ELG Assessment</p>	<p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>ELG Assessment</p> <p>Set and work towards simple goals.</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

	of healthy food choices.	<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>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>adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs</p>	<p>the face of challenge.</p> <p>Understand the importance of healthy food choices.</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>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>
PHYSICAL DEVELOPMENT	<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>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall</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,</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>Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that</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</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

		<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>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>safely and confidently</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>Move energetically, running, jumping, dancing, hopping, skipping and climbing.</p>	<p>involve a ball. hygiene</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>	<p>their overall health and well being</p> <p>ELG Assessment</p> <p>Demonstrate strength, balance and coordination when playing.</p>
COMMUNICATION AND LANGUAGE	<p>Engage in story times.</p> <p>Learn new vocabulary.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in non-fiction books.</p> <p>Use new</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about selected non-fiction to develop</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Learn rhymes, poems and songs.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Make simple predictions about what will happen next.</p> <p>Retell the story, once they have</p>	<p>Understand and use new vocabulary introduced through non-fiction texts and stories</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Link events in a story to their own experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn and use new vocabulary</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

	vocabulary through the day.	a deep familiarity with new knowledge and vocabulary. Listen to and talk about stories to build familiarity and understanding.	Listen to and talk about stories to build familiarity and understanding.	developed a deep familiarity with the text. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	and why they might happen. Ask questions to find out more and to check they understand what has been said to them.	Describe events in some detail.	some in their own words.
LITERACY	Read Write Inc differentiated groups 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.- <i>write the correct initial sounds of words</i> Read individual letters by saying the sounds for them.	Read Write Inc differentiated groups 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>	Read Write Inc differentiated groups Blend sounds into words, so that they can read short words. Spell words by identifying the sounds and then writing the sound with letter/s.	Read Write Inc differentiated groups Create a simple narrative using vocabulary introduced through a text. Spell words by identifying the sounds and writing the sound with letters. Read and write simple phrases made up of	Read Write Inc differentiated groups Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter-sound	Read Write Inc differentiated groups 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.	Read Write Inc differentiated groups 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.

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

		<i>write CVC words using the sounds they have been taught</i>	<p>Sequence and retell the main events in a story.</p> <p>Retell the main events in a story.</p> <p>Answer who, what and where questions about a book.</p> <p>Write their first name without a reference.</p>	words with known letter-sound correspondences and, where necessary, a few exception words.	correspondences and a few exception words.		Spell words by identifying the sounds and then writing the sound with letter/s.
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Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

Texts	<p>Fiction A Family is a Family, is a Family by Sarah O'Leary From Head to Toe by Eric Carle Owl Babies by Martin Waddell Amazing Grace by Mary Hoffman Hip and Hop: You Can Do Anything by Akala Hair Love by Matthew Cherry and Vashti Harrison Marvellous Me: Inside and Out by Lisa Bullard I Will Never Not Ever Eat a Tomato by Lauren Child What I Like About Me by Allia Zobel-Nola What Makes Me a Me? By Ben Faulks</p> <p>Non-fiction All Kinds of People by Emma Damon My Five Senses by Alikei Brandenburg Me and My Amazing Body by Joan Sweeney</p>	<p>Fiction Max by Bob Graham Eliot Midnight Superhero by Anne Cottringer and Alex T Smith Superkid by Claire Freedman Super Daisy (And the peril of Planet Pea) by Kes Gray Superworm by Julia Donaldson Supertato by Sue Hendra and Paul Linnet Juniper Jupiter by Lizzie Stewart The Colour Monster by Anna Llenas Tough Guys Having Feeling too by Keith Negley Non-fiction People Who Help Us Series by</p>	<p>Fiction Lighting a lamp (A Diwali Story) – Jonny Zucker Eight Candles to Light (A Chanukah story) – Jonny Zucker A Christmas Story – Ian Beck Dream Snow by Eric Carle Farther Christmas by Raymond Briggs Rama and Sita: The story of Diwali by Malachy Doyle The Jolly Christmas Postman by Allan & Janet Ahlberg</p> <p>Non-fiction Let's Celebrate! Special Days</p>	<p>Fiction Zog by Julia Donaldson Sleeping Beauty Cinderella The Queen's Knickers by Nicholas Allan The Kiss That Missed by David Melling Wake up, Charlie Dragon! by Brenda Smith The Princess and the Giant by Caryl Hart George and the Dragon by Christopher Wormell Not Your Typical Dragon by Dan Bar-el Don't Let the Dragon's Bite by Ben Wilkins The Dragon and the Nibblesome Knight</p>	<p>Fiction The Extraordinary Gardner by Sam Boughton Jack and The Beanstalk The Enormous Turnip Oliver's Vegetables by Vivian French & Alison Bartlett The Very Hungry Caterpillar by Eric Carle Titch by Pat Hutchins The Teeny Weeny Tadpole by Sheridan Cain What the Ladybird Heard Aaaarrgghh Spider Growing Frogs by Vivian French The Empty Pot by Demi</p> <p>Non-fiction What Can you See in Spring? By Sian Smith</p>	<p>Fiction The Jolly Postman or Other People's Letters This is London by Miroslav Sasek All Aboard the BoBo Road by Steven Davies Ravi's Roar by Tom Percival Listen to The Selfish Crocodile by Faustin Charles In Every House on Every Street by Jess Hitchman and Lili La Belein My World, Your World by Melanie Walsh.</p> <p>Non-fiction Homes Around the World by Max Moore Home (Around the World) by Kate Perry or Houses Homes by Ann Morris.</p>	<p>Fiction Ada Twist, Scientist by Andrea Beaty Eric and the Red Planet: A Space Adventure with Numbers by Caroline Glicksman Tree by Patricia Hegarty Whatever Next by Jill Murphy Funny Bones by Janet and Allen Ahlberg Handa's Surprise by Eileen Browne</p> <p>Non-Fiction What is Science? By Rebecca Kai Dotlich Move It! Motion, Forces and You by Adrienne Mason 10 Things I can do to Help my World by Melanie Walsh Tree by Patricia Hegarty</p>
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Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

	<p>All About families by Usbourne Books The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</p> <p>Songs, Rhymes and Poetry Head, Shoulder, Knees and Toes</p>	<p>Rebecca Hunter: Vet Dentist Postman Farmer Life Boat Crew Police Officer Doctor Books/online information about historical hero e.g. Rosa Parks, Nelson Mandela, Marie Curie, Martin Luther King, Emily Pankhurst, WW2 veterans.</p>	<p>Around the World by Kate DePalma Diwali Lights by Rina Singh</p> <p>Poetry, Rhymes and Songs Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy The Rama and Sita song</p>	<p>The Queen's Hat by Steve Antony Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker Non-fiction The Usborne Book of Castles by L Sims In the Castle by Anna Millbourne Poetry, Rhymes and Songs The Grand Old Duke of York Sing a Song of Sixpence There Was a Princess Long Ago Humpty Dumpty Pussy cat pussy cat where have you been Old King Cole The Queen of Hearts</p>	<p>Egg to Chicken Life Cycles by Holly Duhig Lamb to Sheep Life Cycles by Holly Duhig Life Cycle of a Frog by Grace Jones Life Cycle of a Butterfly by Charlotte Guillain</p> <p>Poetry, Rhymes and Songs There's a Tiny Caterpillar on a Leaf</p>	<p>Poetry, Rhymes and Songs Simple songs from different countries e.g. Tenho Uma Boneca (I Have A Doll, Mozambique) Shake The Papaya Down (Jamaica) Frere Jacques (France) Pusi Nofo (Hey Cat, Samoa) Mango Walk (Trinidad) La Cucharacha (Mexico)</p>	<p>Look Out! How We Use Our Five Senses! By Leon Read and Sean Sims Little Explorers: My Amazing Body</p> <p>Poetry, Songs and Rhyme Commotion in the Ocean by Giles Andreae</p>
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Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

<p>Writing genres</p>	<p>Writing their name Orally construct sentences about themselves Write labels using initial sounds</p>	<p>Orally plan a sentence about them for an adult scribe. Writing names and labels</p>	<p>Write labels</p>	<p>Writing labels and phrases Writing a wanted poster Writing a job description</p>	<p>Label a plant Write a character description Caption writing Description of a butterfly Write their own book</p>	<p>Labels Write a letter to their favourite character Write a class book</p>	<p>Write a seasons book Write a list Write a postcard Character descriptions Write a fact file Innovate a story</p>
<p>MATHEMATICS</p>	<p>Match and Sort: Find and match objects that are the same. Sort objects according to colour, size or shape. Compare Amounts: Use the vocabulary fewer, the same and more to</p>	<p>Recognising 123 by counting or subitising: Count and subitise how many. Make collections of 1,2 and 3 objects Understanding 123: Make comparison</p>	<p>Recognise 4 and 5 by counting or subitising: Count and subitise how many. Make collections of 4 and 5 objects.</p>	<p>Composition of 4 and 5: Explore and notice the different compositions of 4 and 5. Compare numbers to 5: Make comparisons between</p>	<p>Recognise and represent 8, 9 and 10: Identify representations of 8, 9 and 10 Explore the composition of 8,9 and 10 Compare numbers to 10:</p>	<p>Count beyond 10: Count verbally beyond 20. Count beyond 10 using number tracks. Comparing numbers to 10: Divide numbers into equal groups. Use 'the same' to describe</p>	<p>Count beyond 10 Count verbally beyond 20 spotting patterns in 2-digit numbers. Link the number symbol (numeral) with its cardinal number value. Match sets of objects or</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

	<p>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 range of contexts.</p>	<p>s 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>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 and rectangles.</p> <p>Compare length, weight, and capacity:</p> <p>Compare length using appropriate mathematical</p>	<p>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>Compare length, weight, and capacity:</p> <p>Compare mass and capacity using appropriate mathematical vocabulary.</p>	<p>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>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Copy and continue repeating patterns</p>	<p>identical sized groups.</p> <p>Continue explore the composition of numbers to 10:</p> <p>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>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 comparative language accurately. • Make a reasonable estimate about capacity and length. <p>Continue, copy and create</p>
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Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

			<p>cal vocabulary.</p> <p>Time and Sequencing :</p> <p>Use time related vocabulary to talk about their day.</p>				repeating patterns.
UNDERSTANDING THE WORLD	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>ELG Assessment Talk about the lives of people around them and their roles in society</p>	<p>Compare and contrast characters from stories, including figures from the past.</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</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>ELG Assessment</p>	<p>Compare and contrast characters from stories, including figures from the past.</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</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear 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>Draw information from a simple map. Recognise some similarities and differences between life in this 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</p>	<p>Recognise some environments that are different to the one in which they live. Understand the effect of 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>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

		encountered in books read in class and storytelling.	Know some similarities and differences between different religious and cultural communities in this country.	events encountered in books read in class and storytelling.		life in other countries.	
EAD	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings Develop storylines in their pretend play.</p> <p>ELG Assessment</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Develop storylines in their pretend play.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG Assessment</p> <p>Make use of props and materials when role playing</p>	<p>Listen attentively, move to and talk about music</p> <p>Sing in a group or on their own.</p> <p>Explore and engage in music making and dance.</p> <p>ELG Assessment</p> <p>Perform songs, rhymes,</p>	<p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>ELG Assessment</p>	<p>Explore, use and refine a variety of artistic effects.</p> <p>Return to previous learning, refining ideas</p> <p>ELG Assessment</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Share their creations, explaining the process used..</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>ELG Assessment</p> <p>Perform songs with others and move in time with music.</p>	<p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>ELG Assessment</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

		characters in narratives and stories. Invent, adapt and recount narratives and stories.	poems and stories with others, and try to move in time with music	Sing a range of well-known nursery rhymes and songs.			
ASSESSMENT	Learning journey profile AD Task Assessment sheets Tapestry Intervention groups						
ASSESSMENT SHARED WITH PARENTS	Learning journeys shared through Tapestry. Celebrations and messages on Class Dojo.						
MODERATION	Baseline moderation (in house) UL Cluster moderation event						
TRIPS, VISITS AND EXPERIENCES	Family Activity Morning	Visit from police officers / school nurse / fire brigade / guide dogs / dental nurse / post man	Perform on a stage	Medieval banquet	Planting and watching caterpillars grow	Treasure hunt around the local area	Eureka Museum visit Teddy bears picnic.
PARENTAL ENGAGEMENT	Stay and plays Family Activity Morning		Winter songs performance. Children to take words home to practise with their families.	Medieval Banquet dressing up day. Make your own family crest to bring in and share with the class.	Planting our own beanstalks Real life caterpillars / butterflies in the classroom. Parent gardening morning and spring time songs	Treasure hunt around the local area – guiding children around local amenities eg: bus stop / post	Eureka Museum visit Teddy bears picnic.

Abbey Hey Primary Academy
Reception Long Term Plan 2021-2022

				in the nature garden.	box / shops etc. Class assembly to share learning this half term.	
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