

**Abbey Hey Primary Academy**  
**Reception Long Term Plan 2021-2022**

| TEACHERS: KG, TG, KE |   |  | YEAR GROUP- Reception  |  |  | CLASSES: Daffodils, Snowdrops, Bluebells  |   |
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|                      | 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<br>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.<br/>Manage own needs.</p> <p><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></p> | <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p><b>ELG Assessment</b></p> <p>Set and work towards simple goals.</p> |

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|                      | 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><b>ELG Assessment</b></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:-</p> <p>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.</p> <p>Revise and refine the fundamental movement skills they have already acquired.</p> <p><b>ELG Assessment</b></p> | <p>Further develop and refine a range of ball skills.</p> <p>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.</p> <p>Know and talk about the different factors that support</p> |

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|                            |  | <p>Develop their small motor skills.</p> <p><b>ELG Assessment</b></p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>body strength, co-ordination, balance and agility.</p> <p><b>ELG Assessment</b></p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> | <p>safely and confidently</p> <p><b>ELG Assessment</b></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><b>ELG Assessment</b></p> <p>Demonstrate strength, balance and coordination when playing.</p>   | <p>their overall health and well being</p> <p><b>ELG Assessment</b></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> |

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|          | 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.<br><br>Listen carefully to rhymes and songs, paying attention to how they sound.<br><br>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<br><br>Write their first name without a reference.<br>Answer 'what' questions related to a story<br>Spell words by identifying the sounds and then writing the sound with letter/s.-<br><i>write the correct initial sounds of words</i><br>Read individual letters by saying the sounds for them. | Read Write Inc differentiated groups<br><br>Orally plan a sentence for an adult to scribe<br>Spell words by identifying the sounds and then writing the sound with letter/s.-<br><i>write the correct initial sounds of words</i> | Read Write Inc differentiated groups<br><br>Blend sounds into words, so that they can read short words.<br><br>Spell words by identifying the sounds and then writing the sound with letter/s. | Read Write Inc differentiated groups<br><br>Create a simple narrative using vocabulary introduced through a text.<br><br>Spell words by identifying the sounds and writing the sound with letters.<br><br>Read and write simple phrases made up of | Read Write Inc differentiated groups<br><br>Form lower-case and capital letters correctly.<br><br>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br><br>Read simple phrases and sentences made up of words with known letter-sound | Read Write Inc differentiated groups<br><br>Spell words by identifying the sounds and then writing the sound with letter/s.<br>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. | Read Write Inc differentiated groups<br><br>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br>Form lower-case and capital letters correctly.<br>Re-read what they have written to check that it makes sense. |

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|  |  | <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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| <p>Texts</p> | <p>Fiction<br/>A Family is a Family, is a Family by Sarah O'Leary<br/>From Head to Toe by Eric Carle<br/>Owl Babies by Martin Waddell<br/>Amazing Grace by Mary Hoffman<br/>Hip and Hop: You Can Do Anything by Akala<br/>Hair Love by Matthew Cherry and Vashti Harrison<br/>Marvellous Me: Inside and Out by Lisa Bullard<br/>I Will Never Not Ever Eat a Tomato by Lauren Child<br/>What I Like About Me by Allia Zobel-Nola<br/>What Makes Me a Me? By Ben Faulks</p> <p>Non-fiction<br/>All Kinds of People by Emma Damon<br/>My Five Senses by Alikei Brandenburg<br/>Me and My Amazing Body by Joan Sweeney</p> | <p>Fiction<br/>Max by Bob Graham<br/>Eliot<br/>Midnight Superhero by Anne Cottringer and Alex T Smith<br/>Superkid by Claire Freedman<br/>Super Daisy (And the peril of Planet Pea) by Kes Gray<br/>Superworm by Julia Donaldson<br/>Supertato by Sue Hendra and Paul Linnet<br/>Juniper Jupiter by Lizzie Stewart<br/>The Colour Monster by Anna Llenas<br/>Tough Guys Having Feeling too by Keith Negley<br/>Non-fiction<br/>People Who Help Us Series by</p> | <p>Fiction<br/>Lighting a lamp (A Diwali Story) – Jonny Zucker<br/>Eight Candles to Light (A Chanukah story) – Jonny Zucker<br/>A Christmas Story – Ian Beck<br/>Dream Snow by Eric Carle<br/>Farther Christmas by Raymond Briggs<br/>Rama and Sita: The story of Diwali by Malachy Doyle<br/>The Jolly Christmas Postman by Allan &amp; Janet Ahlberg</p> <p>Non-fiction<br/>Let's Celebrate! Special Days</p> | <p>Fiction<br/>Zog by Julia Donaldson<br/>Sleeping Beauty<br/>Cinderella<br/>The Queen's Knickers by Nicholas Allan<br/>The Kiss That Missed by David Melling<br/>Wake up, Charlie<br/>Dragon! by Brenda Smith<br/>The Princess and the Giant by Caryl Hart<br/>George and the Dragon by Christopher Wormell<br/>Not Your Typical Dragon by Dan Bar-el<br/>Don't Let the Dragon's Bite by Ben Wilkins<br/>The Dragon and the Nibblesome Knight</p> | <p>Fiction<br/>The Extraordinary Gardner by Sam Boughton<br/>Jack and The Beanstalk<br/>The Enormous Turnip<br/>Oliver's Vegetables by Vivian French &amp; Alison Bartlett<br/>The Very Hungry Caterpillar by Eric Carle<br/>Titch by Pat Hutchins<br/>The Teeny Weeny Tadpole by Sheridan Cain<br/>What the Ladybird Heard<br/>Aaaarrgghh Spider<br/>Growing Frogs by Vivian French<br/>The Empty Pot by Demi</p> <p>Non-fiction<br/>What Can you See in Spring? By Sian Smith</p> | <p>Fiction<br/>The Jolly Postman or Other People's Letters<br/>This is London by Miroslav Sasek<br/>All Aboard the BoBo Road by Steven Davies<br/>Ravi's Roar by Tom Percival<br/>Listen to The Selfish Crocodile by Faustin Charles<br/>In Every House on Every Street by Jess<br/>Hitchman and Lili La Belein<br/>My World, Your World by Melanie Walsh.</p> <p>Non-fiction<br/>Homes Around the World by Max Moore<br/>Home (Around the World) by Kate Perry or<br/>Houses Homes by Ann Morris.</p> | <p>Fiction<br/>Ada Twist, Scientist by Andrea Beaty<br/>Eric and the Red Planet: A Space Adventure with Numbers by Caroline Glicksman<br/>Tree by Patricia Hegarty<br/>Whatever Next by Jill Murphy<br/>Funny Bones by Janet and Allen Ahlberg<br/>Handa's Surprise by Eileen Browne</p> <p>Non-Fiction<br/>What is Science? By Rebecca Kai Dotlich<br/>Move It! Motion, Forces and You by Adrienne Mason<br/>10 Things I can do to Help my World by Melanie Walsh<br/>Tree by Patricia Hegarty</p> |
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|  | <p>All About families by Usbourne Books<br/> The Busy Body Book: A Kid's Guide to Fitness by Lizzie Rockwell</p> <p>Songs, Rhymes and Poetry<br/> Head, Shoulder, Knees and Toes</p> | <p>Rebecca Hunter: Vet<br/> Dentist<br/> Postman<br/> Farmer<br/> Life Boat Crew<br/> Police Officer<br/> Doctor<br/> 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<br/> Diwali Lights by Rina Singh</p> <p>Poetry, Rhymes and Songs<br/> Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy<br/> The Rama and Sita song</p> | <p>The Queen's Hat by Steve Antony<br/> Lanterns and Firecrackers: A Chinese New Year Story by Jonny Zucker<br/> Non-fiction<br/> The Usborne Book of Castles by L Sims<br/> In the Castle by Anna Millbourne<br/> Poetry, Rhymes and Songs<br/> The Grand Old Duke of York<br/> Sing a Song of Sixpence<br/> There Was a Princess Long Ago<br/> Humpty Dumpty<br/> Pussy cat pussy cat where have you been<br/> Old King Cole<br/> The Queen of Hearts</p> | <p>Egg to Chicken<br/> Life Cycles by Holly Duhig<br/> Lamb to Sheep<br/> Life Cycles by Holly Duhig<br/> Life Cycle of a Frog by Grace Jones<br/> Life Cycle of a Butterfly by Charlotte Guillain</p> <p>Poetry, Rhymes and Songs<br/> There's a Tiny Caterpillar on a Leaf</p> | <p>Poetry, Rhymes and Songs<br/> Simple songs from different countries e.g. Tenho Uma Boneca (I Have A Doll, Mozambique)<br/> Shake The Papaya Down (Jamaica)<br/> Frere Jacques (France)<br/> Pusi Nofo (Hey Cat, Samoa)<br/> Mango Walk (Trinidad)<br/> La Cucharacha (Mexico)</p> | <p>Look Out! How We Use Our Five Senses! By Leon Read and Sean Sims<br/> Little Explorers: My Amazing Body</p> <p>Poetry, Songs and Rhyme<br/> Commotion in the Ocean by Giles Andreae</p> |
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| <p>Writing genres</p> | <p>Writing their name<br/>Orally construct sentences about themselves<br/>Write labels using initial sounds</p>   | <p>Orally plan a sentence about them for an adult scribe.<br/><br/>Writing names and labels</p>   | <p>Write labels</p>   | <p>Writing labels and phrases<br/>Writing a wanted poster<br/>Writing a job description</p>  | <p>Label a plant<br/>Write a character description<br/>Caption writing<br/>Description of a butterfly<br/>Write their own book</p>  | <p>Labels<br/>Write a letter to their favourite character<br/>Write a class book</p>  | <p>Write a seasons book<br/>Write a list<br/>Write a postcard<br/>Character descriptions<br/>Write a fact file<br/>Innovate a story</p>   |
| <p>MATHEMATICS</p>    | <p>Match and Sort:<br/>Find and match objects that are the same.<br/><br/>Sort objects according to colour, size or shape.<br/>Compare Amounts:<br/><br/>Use the vocabulary fewer, the same and more to</p> | <p>Recognising 123 by counting or subitising:<br/><br/>Count and subitise how many.<br/>Make collections of 1,2 and 3 objects<br/><br/>Understanding 123:<br/>Make comparison</p> | <p>Recognise 4 and 5 by counting or subitising:<br/><br/>Count and subitise how many.<br/><br/>Make collections of 4 and 5 objects.</p> | <p>Composition of 4 and 5:<br/><br/>Explore and notice the different compositions of 4 and 5.<br/><br/>Compare numbers to 5:<br/><br/>Make comparisons between</p> | <p>Recognise and represent 8, 9 and 10:<br/><br/>Identify representations of 8, 9 and 10<br/><br/>Explore the composition of 8,9 and 10<br/><br/>Compare numbers to 10:</p> | <p>Count beyond 10:<br/>Count verbally beyond 20.<br/>Count beyond 10 using number tracks.<br/><br/>Comparing numbers to 10:<br/>Divide numbers into equal groups.<br/>Use 'the same' to describe</p> | <p>Count beyond 10<br/>Count verbally beyond 20 spotting patterns in 2-digit numbers.<br/><br/>Link the number symbol (numeral) with its cardinal number value.<br/><br/>Match sets of objects or</p> |

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|  | <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"> <li>• Use comparative language accurately.</li> <li>• Make a reasonable estimate about capacity and length.</li> </ul> <p>Continue, copy and create</p> |
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|                         |  |   | <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><b>ELG Assessment</b><br/>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><b>ELG Assessment</b><br/>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><b>ELG Assessment</b></p> | <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG Assessment</b><br/>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><b>ELG Assessment</b><br/>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><b>ELG Assessment</b><br/>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><b>ELG Assessment</b><br/>Know some similarities and differences between the natural world around them and contrasting environments</p> |

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|     |  | 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<br/>Develop storylines in their pretend play.</p> <p><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></p> | <p>Explore, use and refine a variety of artistic effects.</p> <p>Return to previous learning, refining ideas</p> <p><b>ELG Assessment</b></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><b>ELG Assessment</b></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><b>ELG Assessment</b></p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> |

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|                                |  | characters in narratives and stories.<br><br>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<br>AD Task Assessment sheets<br>Tapestry<br><br>Intervention groups |   |   |   |   |   |  |
| ASSESSMENT SHARED WITH PARENTS | Learning journeys shared through Tapestry.<br>Celebrations and messages on Class Dojo.       |   |   |   |   |   |  |
| MODERATION                     | Baseline moderation (in house)<br>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<br>Teddy bears picnic. |
| PARENTAL ENGAGEMENT            | Stay and plays<br>Family Activity Morning  |   | Winter songs performance.<br>Children to take words home to practise with their families. | Medieval Banquet dressing up day.<br>Make your own family crest to bring in and share with the class. | Planting our own beanstalks<br>Real life caterpillars / butterflies in the classroom.<br>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<br>Teddy bears picnic. |

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