

**St.David's COE - COMMUNITY SCHOOL LONG TERM PLAN FOR RECEPTION – IN PROGRESS, TAKEN FROM THIS YEAR AND DEVELOPING**

Term	Autumn Term 1 (2021)	Autumn Term 2 (Projected 2022)	Spring Term 1 (2022)	Spring Term 2 (Projected 2023)	Summer Term 1 (2022)	Summer Term 2 (Projected 2023)
<b>Possible Themes/Interests/Lines of enquiry</b>	<b>Enchanted Wood / My Home</b>	<b>Winter Ice and snow Transport</b>	<b>Our Super Bodies Bodies / Animals</b>	<b>Big Buildings (around the world)</b>	<b>Holes in the road - Dinosaurs / Growing and changing</b>	<b>Seaside Rock pools Holes</b>
<b>Possible texts</b>	Gruffalo Gruffalo's child Little Red Riding Hood	The Naughty Bus Duck in the truck. One Snowy night Non-fiction- Antarctica animal fact books, polar bears, penguins, wolves.	Non-Fiction body texts / animal texts Shine The Zoo Vet (Twinkl)	A ticket around the world Wonders of the world	Dragon post My Pet Dinosaur Fred. Non-fiction- dinosaur books.	Tiddler Snail and the Whale What the ladybird heard on holiday.
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engages in story time.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
Although statements have been split for extra focus, they will still apply daily, and these statements will be ongoing throughout the reception year: *Learn new vocabulary. *Use new vocabulary throughout the day. *Uses new vocabulary in different contexts. *Listen carefully to rhymes and songs, pay attention to how they sound. *Learns rhymes, poems and songs.						
<b>Personal, Social and Emotional development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about perspectives of others. Manage their own needs and personal hygiene.	
These statements have been split for extra focus, but will apply on an ongoing basis throughout the reception year.						
<b>Physical Development</b>	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve ball.	Know and talk about a range of factors that supports their overall health and well-being including: physical activity, dental care, screen time, sleep routines, road safety.	Progress towards a more fluent style of moving, with developing control and grace. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range or large and small apparatus indoors and outside, alone and in groups. Combine different movements with ease and fluency.
Ongoing statements: *Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. *Develop overall body-strength, balance, co-ordination, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming.						
<b>Literacy</b>	Read individual letters by saying the sounds for them. Writing own name Writing sounds – CVC words.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Read simple phrases and sentences made up of words with known letter-sounds correspondences and, where necessary, a few exception words. Re-read these books to build up confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sound and then writing the sound with letters.	Write short sentence with words with known sound-letter correspondence using a capital letter and full-stop. Re-read what they have written to check that it makes sense.
<b>Phonics (Little Wandle)</b>	Phase 1 – recap <b>Sounds taught – (Autumn a)</b> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l, Tricky words- is, l, the. <b>Sounds taught – (Autumn b)</b> ff, ll, ss, j, v, w, x, y, z, zz, qu, words with s at the end, sh, th, ng, nk, Tricky words- put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be.		Phase 2 recap <b>Sounds taught - (Spring a)</b> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, er, longer words, double letters. Tricky words – was, you, they, my, by, all, are, sure, pure. <b>Sounds taught – (Spring b)</b> phase 3 recap, review er, air, double letters, longer words, words with more than 1 digraph, words ending in in & ing, compound words, words with s in the middle, words ending with s, words ending with es. Tricky words – review all tricky words taught so far, focus with spelling them.		<b>Being taught - (Summer a)</b> short vowels CVCC, short vowels CCVC, short vowels CCVCC CCCVC CCCVCC longer words, longer words compound words, root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est Tricky words – said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today. <b>Being taught – (Summer b)</b> long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words, root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, Phase 4 words ending in: -s /s/, -s /z/, -es longer words. Tricky words: review all tricky words, focusing with spelling them.	
<b>Maths (White Rose)</b>	Count objects, actions and sounds. Subitise. Continue and copy repeated patterns.	Link the number symbol (numeral) with its cardinal number value. Select, rotate and manipulate shapes to develop special reasoning skills.	Count beyond 10. Compare numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as number can. Select, rotate and manipulate shapes.	Explore the composition of numbers to 10. Continue copy and create repeating patterns.	Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity.	Automatically recall number bonds for numbers 0-5 and some to 10.
Although they statement have been split for extra focus we will be following the mastering number programme in reception throughout the year.						
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people that are familiar to them. Looking at different trees.	Recognise that people have different beliefs and celebrate special times in different ways.	Draw information from a simple map. Recognising some similarities and difference between life in the country and life in other countries.	Understand that some places are special to members of their community. Recognise some environments that are different from the one in which they live.	Explore the natural world around them.	Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past.
Ongoing statements: *Describe what they see, hear and feel whilst outside. *Understand the effect of changing seasons on the natural world around them.						

<b>Expressive Art and Design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.
	Ongoing statements: *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Explore and engage in music making and dance, performing solo or in groups.					
<b>Enrichment</b>	Shared reading with parents Harvest Trip to the woods	Walk to the park Remembrance Christmas cooking Trips to garden centre (Christmas)	Trip on a bus Visit from the dentist.	Visiting local buildings. Museum trip	Fossils	Trip to the beach (Exmouth- activity day)
<b>Curiosity</b>	Family photos	Pumpkins Seeds Pine cones, conkers. Autumn leaves Poppies Old Christmas decorations.	Ice blocks Fake snow Car parts	Different types of materials	Picture of dinosaur bones, bones.	Shells and stones Seaweed Old artefacts