

Foundation Stage Long Term Planning – Reception 2021-22

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All about me		Transport	Stories	Africa	Liverpool
Enquiry Question	What do I know about me?	How can I live a healthy life?	What is my favourite way to travel?	Who are the famous characters in my book?	Which animals live in Africa?	Who lives in a house like this?
Personal, Social and Emotional Development	<p>School rules and routines. Deciding class rules after discussion with class. What are rules for? Who do we go to for help? How do people help us? Establish routines and boundaries. Reinforce snack routines Modelling play indoor and outdoor areas. Making new friends; sharing & getting along with each other. Begin to develop my skills to work independently including going to the toilet</p>	<p>School rules, routines. What are rules for? Who is in your class? Who do we go to for help? Keeping friends. What makes a good friend? Why is it important to share? Feelings-what makes you happy? What are you scared of? How do we wash our hands properly? What is good hygiene? Healthy eating choices Good dental hygiene Sensible amounts of screen time Good sleep routine Making choices Turn taking Vote for monitors Listening to others</p>	<p>Recap the school rules. Discussion about how we can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how they can improve it. Discussion about the Christmas holiday. Circle Time Turn taking Role play - dealing with situations Talk about own ideas Trying new activities Keeping safe e.g. road safety Maintain focus and attention for longer periods of time</p>	<p>How can we share? How can we maintain our good friendships? How do you feel when...? Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why? Talk about how I am feeling and begin to regulate strong feelings</p>	<p>Play co-operatively taking turns with others. Confident to speak in a familiar group Able to say when they do or don't need help. Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why? Bounce back when things get difficult</p>	<p>Maintaining good friendships. Getting ready for change. Moving up. Transition to Year 1 expectations How do you feel about going to Year 1? How do you need to behave? Describing ourselves in positive ways Discuss different cultures and religious beliefs Managing feelings Resolving conflicts Confident to try new activities Caring for our world</p>

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<p>Communication & Language</p>	<p>How do we listen? Listening and attention games. What questions can you ask your friends? Listening to stories, following instructions. Listening to a friend. Talk to other children when playing Talk in a small group Retell past events</p>	<p>Listening and attention games Listen to stories with increased attention and recall Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Show understanding of prepositions such as under, on top, behind Being to talk using more complex sentences</p>	<p>Begin to answer blank level questions: Who? Where? What? When? Why? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use talk to connect ideas and explain thinking</p>	<p>Develop more confidence to answer blank level questions: Who? Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use talk to connect ideas and explain thinking</p>	<p>More confident to answer blank level questions: Who? Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use to talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Express themselves effectively Confident to answer blank level questions: Who? Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use to talk to organise, sequence and clarify thinking, ideas, feelings and events</p>
<p>Key vocabulary</p>	<p>Hips, should, freckles, skin, bones, lips, tongue, hair colour, eye colour</p>	<p>listen, smell, hear, see, taste buds, touch, taste, heart teeth, energy</p>	<p>truck, boat, ship, aeroplane, helicopter, hot air balloon, wheels, engine, wings, oars, sails, safe</p>	<p>cover, spine title, author, illustrator, synopsis, character, setting, plot, beginning, middle, end, once upon a time</p>	<p>Africa, continent, country, jungle, rainforest, River Nile, landmarks, elephant, leopard, rhino, buffalo, lion, giraffe, zebra</p>	<p>cottage, bungalow, terraced street, semi-detached, detached, church, shop, Cathedral, Newsham Park, Kensington, Liverpool, River Mersey</p>

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Physical Development	Getting changed Using the outdoor equipment Develop gross motor skills Personal space Multi skills Gymnastics Floor work Dough gym Fine motor activities	Multi skills Gymnastics Continue to develop gross motor skills Bench and mat work Cooking skills - chopping, spreading Dough gym Yoga Fine motor activities	Multi skills Ball skills - throwing, catching, kicking Using floor mats - rolling Dance Large climbing equipment Yoga Fine motor activities	Getting apparatus out safely Using apparatus Jumping and landing Balancing Yoga Fine motor activities	Athletics games Team games Races Obstacle courses African Dance Pencil control Fine motor activities	Practice for sports day Races Dance Pencil control
Maths	Recognise numbers 0-5 Recite numbers to 10 Place value Part, Part, Whole Number Bonds Practical addition and subtraction Sequence of Time-days of the week. Introduce months of the year Positional language Name and describe 2D shapes Problem solving	Recognise numbers 1-10 Place value Part, Part, Whole Number Bonds Practical addition and subtraction Sequence of Time-days of the week. Introduce months of the year Positional language Name and describe 2D shapes Problem solving	Recognising numbers 0-20 Place value Part, Part, Whole Number Bonds Practical addition and subtraction-start recording Measurement- length and height Positional language Money recognition coins and notes Create recognise and describe patterns	Using numbers 0-20 Part, Part, Whole Number Bonds Practical addition and subtraction-recording Measurement, weight and capacity Positional Language Money- recognition coins and notes Doubling, halving and sharing Counting in 2s Problem solving Name and describe 2D and 3D shapes Problem solving	Using numbers 0-20 and beyond Say one more, one less than a given number (1 to 20) Place Value Addition and Subtraction - add and subtract 2 single digit numbers Estimate a number of objects and check quantities by counting up to 20 Doubling, halving and sharing Counting in 2s and 5's Problem solving	Using numbers 0-20 and beyond Place Value Addition and Subtraction - add and subtract 2 single digit numbers Automatically recall number bonds to 5 and some 10 Estimate a number of objects and check quantities by counting up to 20 Doubling, halving and sharing Counting in 2s, 5s and 10s Problem solving
Literacy Reading & Writing	Quality Texts:	Quality Texts: Non-fiction books:	Quality Texts: Non-Fiction books: Transport	Quality Texts: Goldilocks and the Three Bears	Quality Texts: Non-fiction books: facts about Africa	Quality Texts: The Three Little Pigs

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	<p>Non-fiction books: 'All about Me' 'Autumn' Lift & look School Starting School Always in my Heart My First Experience Collection Topsy & Tim start school I am absolutely too Small for school Owl Babies</p> <p>Talk for Writing: Rhymes and Poems plus Playtime rhymes by Sally Gardner Story Invention The Three Little Pigs Weekly group story Non-Fiction: Information report on wolves</p> <p>Fine motor activities Mark Making</p>	<p>Healthy cook books, My Senses The Very Hungry Caterpillar We're Going to the Farmer's Market Eating the Alphabet Gregory the Terrible Eater Healthy Plates: Eating Healthy Kid's Fun & Healthy Cookbook</p> <p>Talk for Writing: Rhymes and Poems plus Monkey and Me by Emily Gravett Story Imitation/innovation: The Enormous Turnip Story Invention Weekly group story Non-Fiction Recount of cooking activity, e.g. making vegetable soup</p> <p>Mark Making Develop correct pencil grip</p>	<p>Duck in the Truck Oil Get off our Train The Train Ride The Great Balloon Hullabaloo Mr Gumpy's Outing Amelia Earhart Naughty Bus All Kinds of Cars Lost and Found</p> <p>Talk for Writing: Rhymes and Poems plus Aliens Love Underpants by C.Freedman and B.Cort Story Imitation/innovation: How to Catch a Star by Oliver Jeffers Story Invention Adult modelled Non-Fiction Instructions - how to catch a star</p> <p>Write CVC and CVCC words Attempt to write own captions and sentences</p>	<p>The Three Billy Goats Gruff The Little Red Hen The Gingerbread Man</p> <p>Talk for Writing: Rhymes and Poems plus The Walker Book of First Rhymes Story Imitation/innovation: Little Red Riding Hood Story Invention Stories from individuals Non-Fiction Persuasion - letter to persuade the wolf not to eat people and come to class party</p> <p>Write own captions and sentences Label pictures and models with words and captions Write short stories</p>	<p>Handa's Surprise Handa's Hen Mama Panya's Pancakes Giraffe's can't dance There's a Tiger in the Garden Anna Hibiscus We're Going on a Lion Hunt Walking in the Jungle Rumble in the Jungle</p> <p>Talk for Writing: Rhymes and Poems plus The Booktime Book of Fantastic First Poems Ed By June Crebbin Story Imitation/innovation: Elmer Story Invention: Stories from individuals Non-Fiction Information - report on elephant</p> <p>Write own captions and sentences Label pictures and models with words and captions</p>	<p>Jack and the Beanstalk Hansel and Gretel</p> <p>Write own captions and sentences Label pictures and models with words and captions Write recounts Write short stories</p> <p>Talk for Writing: Rhymes and Poems plus A First Poetry Book by P.Corbett and G.Morgan Story Imitation/innovation: Mr Gumpy's Outing by John Burningham Story Invention Stories from individuals Non-Fiction Recount - trip to ...</p>
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	Practice writing own name with a capital letter	Write own name Write CV and CVC words Write lists Attempt to write own captions with spaces Label pictures/models	Label pictures and models with words and captions		Write recounts Write short stories	
Phonics/Reading	Listening and attention games Read, Write, Inc: Pure sounds-graphemes, digraphs and introduce key words: the, to, I, no, go, etc. Read wordless books to develop understanding of story structure (Guided Reading) Recognise own name	Continue Listening and attention games Read, Write, Inc: Learning individual letter sounds. Continue to learn key words Read wordless books to develop understanding of story structure (Guided Reading)	Read, Write, Inc: Letter sounds and blend. Key words Letter formation Read wordless books to develop understanding of story structure (Guided Reading) Read Phonic Ditty Books	Read, Write, Inc: Letter sounds including digraphs and continue to blend. Set 2 key words Read Traditional Tale wordless books to develop understanding of story structure Read Phonic Ditty Books (Guided Reading) Read simple captions	Read, Write, Inc: Blending and using in sentences. Set 2 key words. Read a variety of fiction and non-fiction books (Guided Reading) Read Phonic Ditty Books Read sentences and longer texts	Read, Write, Inc: Blending and using in full sentences. Set 2 and 3 key words. Read a variety of fiction and non-fiction books (Guided Reading) Read Phonic Ditty Books Read sentences and longer texts
Understanding of the World	Talk about themselves and their family, sharing news from home: My house- types of houses and buildings Where am I from? My street and locality		Talk about themselves and their family, sharing news from home Begin to appreciate that we are all different and unique		Talk about themselves and their family, sharing news from home Begin to appreciate that we are all different and unique	

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	When I was a baby... My family... Begin to appreciate that we are all different and unique Autumnal changes Make bird feeders and learning about food chains Learn about Nocturnal animals like hedgehogs and owls E-safety/Digital Citizenship iPad-games Remote control cars		Learn about own cultures, faiths and traditions and that of others in our community When my parents were 5... When my Grandparents were 5... Invite family members in to talk about their past experiences Plant beans and grow beanstalks Grow cress in different ways and experiment with light water and soil Learn about the life cycle of different animals How do mini-beasts help the environment? iPad-games Bee-Bots		Talk about the features of their homes and environment Look at the local area and learn about the city of Liverpool in which we all live Compare Liverpool with African location where Handa lives Look at the similarities and differences Learn about the different animals how do they change and grow? iPad-games Coding Green screen iPad- pic collage	
Expressive arts and design	Draw and paint self portraits Make Sculpture of own face	Draw, paint and make collage pictures of fruit and vegetables	Artist Study Jackson Pollock Produce abstract artwork based on JP's work	Draw and paint plants and flowers from direct observation	Art work based on the influence of African art and culture	Draw paint and make 3D models of different houses and homes
Music	Nursery Rhymes Learn songs 'All About Me' Charanga-Me!	Nativity Songs Charanga-My Stories	Transport songs Playing instruments and improvising Charanga: Everyone!	Traditional Tales songs Charanga: Our World	African Music and songs Charanga: Big Bear Funk	Playing instruments and improvising Charanga: Reflect, rewind and replay
Religious Education	Myself Welcome Birthdays		Celebrating Gathering Growing		Good News Friends Our World Islam/Judaism	
Indoor Role Play	Home Corner Shop	Home corner Cafe	Design and build different transportation	Cottage Puppet theatre	Handa's Home Jungle	Castle Investigation station

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Wow events	Welly Walk Story time	Church Parents cooking session Anti-bullying week	Bedtime Stories Workshop	Caterpillars come to live in Reception Library visit	African Dance workshop	Chester Zoo
British Values	Rule of Law This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries, about dealing with the consequences and sanctions	Individual Liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions	Mutual Respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. We can help them to explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences	Tolerance of different faiths & beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practice tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences	Democracy To help develop children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources we have made accessible to them. They are taking turns, sharing and collaborating and making decisions together.	Look at British Values together and the children having a greater understanding for: Democracy- making decisions together; Rule of Law- understanding rules matter, as referred to in Personal, Social and Emotional development; individual liberty- freedom for all; Mutual Respect and tolerance- treat others as you want to be treated

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