Caslon Reception Long Term Planning 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1 Spring 2		Summer	Summer 2				
Possible	Teddy Bears	Autumn Stick Man	Winter	Pancake Day	Life cycles — Frog/butterfly/plant/sunflowers	Summer holidays (past and present)				
Themes/Interests/Lines of	Pete the Cat	Halloween Diwali	Arctic	Easter	Harlow Carr visit	Hot places				
Enquiry	Aufumn Halloween	Bongire Night Fire Service visit	Lost and Found Snow Bears/Penquins	Growing up — babies - generations	Local Area — Local park visit	Rockpools Mermaids				
, ,	J		Snow Dears/Fenguins Chinese New Year	Planting/Gardening/Spring		Pirates				
Communication and Language	Understand how to listen carefully and why	Listen in familiar & new situations.	Listen attentively in a range of situations.	Understand why listening is important.	Listen and understand instructions while busy with	Listen and respond with relevant questions, comments, or				
Communication and Language	listening is important.	Engage in story times.	Maintain attention during appropriate activity.	Maintain attention in different contexts.	another task	actions.				
	Engage in story times, rhymes, and songs.	Maintain attention in new situations.	Engage in non-fiction books.	Use talk to help work out problems and organise	Maintain activity while listening.	Altend to others in play.				
	Maintain attention in whole class/groups.	Ask questions to find out more and to check they	Consider the listener and take turns.	thinking and activities explain how things work and	Understand how, why, where questions.	Make comments and clarify thinking with questions.				
	Follow I step instructions.	understand what has been said to them.	Use talk to organise/stand for something else in	why they might happen.	Describe events in some detail.	Retell the story once they have developed a deep				
	Understand 'why' questions.	Follow instructions with 2 parts in a familiar	play.	Ask questions to find out more and check	Express ideas about reelings and experiences.	ramiliarity with the text; some as exact repetition and				
	Use sentences 4-6 words.	situation.	Begin to use past tense.	understanding.	Articulate their ideas and thoughts in well-formed	some in their own words.				
	Use lalk lo organise play.	Start a conversation with peers and camiliar adults	Begin to recount past events.	Articulate their ideas and thoughts in well-formed	sentences.	Speak in well-formed sentences with some detail.				
	y y	and continue for many turns.	J	sentences.	Use language to reason.	Use new vocabulary in different contexts.				
		Develop social phrases		Listen to and talk about selected non-fiction to	J	Use past, present, and future lenses in conversation with				
		, ,		develop a deep ramiliarity with new knowledge and		peers and adults. Use con junctions to extend and				
				vocabulary		articulate their ideas.				
				Begin to connect one idea or action to another						
				using a range of connectives.						
				Describe events in some detail.						
	Learn new v	vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound.		Use new vocabulary in different contexts					
		lary through the day	Learn rhymes, _I	ooems, and songs.	Listen to and talk about stories to build familiarity and understanding.					
Personal, Social and Emotional		Beginning to express their feelings and consider the	Show pride in achievements.	Can make choices and communicate what they need.	Beginning to know that children think and respond in	Able to identify and moderate own feelings.				
Development	Welcome distractions when upset.	perspectives of others. Begin to take turns and share resources.	Understand behavioural expectations of the setting. Can explain right from wrong and try to behave	Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening,	different ways to them. Can talk about their own abilities positively.	See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process.				
Self-regulation	337	Independently choose where they would like to play.	accordingly.	speaking, and explaining.	Confident to try new activities	Show sensitivity to others' needs and reelings.				
$oldsymbol{eta}$		Continue to build constructive and respectful	Manage their own needs.	Can reflect on the work of others and self-evaluate	Show resilience and perseverance.					
8 8	Manage personal hygiene.	relationships.	Can identify kindness.	their own work.	i i					
	Build constructive and respectful relationships.		Seek others to share activities and experiences.							
Religious Education	Key Question FI:	Key Question F2:	Key Question F3:	Key Question F5:	Key Question F4:	Key Question F6:				
	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Where do we belong?	Which times are special and why?	What is special about our world?				
Physical Development	Further develop the skills they need to manage the	Revise and refine the fundamental movement skills they	Further develop and refine a range of ball skills	Know and talk about the different factors that support	Combine different movements with ease and fluency	Confidently and safely use a range of large and small				
J	school day successfully: lining up and queuing,	have already acquired: rolling, crawling, walking,	including throwing, catching, kicking, passing, batting,	their overall health and wellbeing: regular physical	,, ,	apparatus indoors and outside, alone and in a group.				
	mealtimes, personal hygiene	jumping, running, hopping, skipping, climbing.	and aiming.	activity, healthy eating, toothbrushing, sensible amounts	Develop the foundations of a handwriting style which is					
6	Following instructions, practise safely, independent work	Taking turns and sharing.	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	of 'screen time', having a good sleep routine, being a safe pedestrian.	fast, accurate and efficient.	Aware of why exercise is important for good health.				
	Tollowing instructions, practise safety, independent work	Taking turns and sharing.	accuracy when engaging in activities that involve a ball.	sufe pedestrian.	Performing a single skill or movement with some control,					
\$ 88			Exploring and describing different movements	Understand and follow simple rules, name some things	performing a range of skills and link two movements					
				I am good at.	logether.					
Real PE Focus										
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. 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 spoon.									
	Use their core muscle strength to achieve a good posture when silting on the floor.									
	Develop overall body-strength, balance, co-ordination, and agility.									
Literacy	Comprehension: Listen and enjoy sharing a range of	Comprehension:	Comprehension: Use picture clues to help read a simple		Comprehension: Correctly sequence a story or event	Comprehension: Play influenced by experience of books -				
J	books.	Experience and respond to different types of books, e.g.,	text.	draw on language patterns of stories.	using pictures and/or captions.	act out stories through role play activities, using simple				
	Hold a book correctly, handle with care.	story books, ractual/real-world books, rhyming and	Make a simple prediction based on the pictures or text	·	Make simple, plausible suggestions about what will	props (e.g. hats, masks, clothes, etc.) and appropriate				
		non-rhyming stories, realistic and fantasy stories.	of a straightforward story that is read aloud to them.		happen next in a book they are reading.	vocabulary. Innovate a known story.				
		•	-		_					

Literacy	Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.		Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play). Word Reading: Read individual letters by saying the	With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.	
Literacy	be able to orally blend and segment.	sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words. eir understanding and enjoyment. Read books consistent with	represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.	
Phonics	Recap single letter sounds and use word time	Recap single letter sounds and use word time	Recap Set I Special Friends.	Recap Set 1 Special Friends.	Recap Set 2 sounds.	Recap Set 2 sounds.	
	sessions to develop blending to read and spelling.	sessions to develop blending to read and spelling.	Teaching Red Dilty books.	Teaching Red Dilty books.	Teaching Green Storybooks.	Teaching Green Storybooks.	
	Teach Set I Special Friends (sh,ch,th,nk,ng,qu)	Teach Set I Special Friends (sh ,ch, th, nk, ng, qu)	Teach Set 2 sounds.	Teach Set 2 sounds.	Reteach/teach Set 2 sounds.	Releach/leach Set 2 sounds.	
Literacy	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to organise describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name. Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Set 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.	
Write Stuff Development							
Mathematics	Count objects, actions, and sounds. Subitise	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10	

Helerakunda ji ka Kai d Territorija of dischard for policine splace register in the recording of policine splace and place recording operated and management of the recording operated and management of	Ongoing throughout the year	Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple. Link the number symbol with Count beyond ten. Co Understand the 'one more/one less than' Compare length, weigh	ompare numbers 'relationship belween consecu	Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time	Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity	Number 6, 7, 8 Making pairs, pairs wise, doubles Combining 2 groups Length, height. Time	Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Paltern. Select, rotate, and manipulate shapes to d nd decompose shapes so that children recognise a sha Continue, copy, and create	oe can have other shapes within it, just as numbers can.	Adding more Taking away Number bonds Shape — spałiał reasoning	Doubling Sharing and grouping Even and odd Palterns and relationships
Expressive Arts and Design Mel Charanga Songs: Pal-o-cake I. 2. 3. 4. 5. Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Mel My Stories Everyone! Our World Big Bear Funk Replect. Rewind & Replay Charanga Songs: Wind the Bebbin Up Rock-a-bye Boby Five Little Ducks Name Song Things for Fingers Mel My Stories Everyone! Our World Big Bear Funk Replect. Rewind & Replay Charanga Songs: Old Micadenald Incy Wincy Spider Bao, Bao Black Sheep Twintde, Twintde Incy Wincy Spider Bao, Bao Black Sheep Bao, Bao B	·	Chronology: use the language of time when about past/present events in their own lives lives of other immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos. Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos. Comment on images of familiar situations is show spatial awareness. Use positional lan under, beside, on top of etc. Communication: Comment on what they notice about the environment where they live and understand		their own lives and in the le they have learnt about historical events and why Remembrance Day, uestions, use different ding books. iar situations in the past. g. a BeeBot and begin to expositional language i.e.,	simple timeline (correspond with number 7 work, days of the week) Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences.		their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books Comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre Mapping: Complete a simple BeeBot program using a grid map or carpet squares.	with captions. Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist. Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Understand the key features of the life cycle of a plant or animal. Mapping: Draw information from a simple map and identify landmarks of our local area walk	and others, including storical places. The same and describe people within their community e.g., to dentist. The sabout the different parts of weather, hill, house, farm, and pictures to locate places to locate places. The same and different. The same and different to the same and dif	ges of familiar situations in the objects, people, places at omparisons. Talk about what is like features of different places, and differences between their different places they have in books or websites.
Pal-a-cake Pal-a-cake Pal-	Expressive Arts and Design	Me!	My S	tories	Ever	ryone!	Our World	Big Bear Funk	Reflect, Rev	ind & Replay
matching the pitch and following the melody.		Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	I'm A Little Teapot The Grand Old Duke of Yor Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on the	ir own, increasingly	Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping Twinkle, Twinkle If You're Happy and You K Head, Shoulders, Knees and Return to and build on the refining ideas and develop	Know I! I Toes eir previous learning,	Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boal The Wheels on The Bus The Hokey Cokey	Big Bear Funk Listen attentively, move to, and talk about music,	Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boak Watch and talk about dance	, ,