
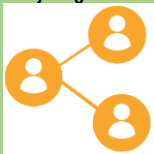



Caslon Reception Long Term Planning 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div> <div>Possible Themes/Interests/Lines of Enquiry</div> <div> <div>Teddy Bears</div> <div>Pete the Cat</div> <div>Autumn</div> <div>Halloween</div> <div>Family</div> </div> </div>		<div> <div>Autumn</div> <div>Stick Man</div> <div>Halloween</div> <div>Diwali</div> <div>Bonfire Night</div> <div>Fire Service visit</div> <div>Christmas/Father</div> <div>Christmas story</div> <div>Christmas around the world</div> </div>	<div> <div>Winter</div> <div>Arctic</div> <div>Lost and Found</div> <div>Snow Bears/Penguins</div> <div>Chinese New Year</div> </div>	<div> <div>Pancake Day</div> <div>Easter</div> <div>Growing up — babies - generations</div> <div>Planting/Gardening/Spring</div> </div>	<div> <div>Life cycles — Frog/butterfly/plant/sunflowers</div> <div>Harlow Carr visit</div> <div>Local Area — Local park visit</div> </div>	<div> <div>Summer holidays (past and present)</div> <div>Hot places</div> <div>Rockpools</div> <div>Mermaids</div> <div>Pirates</div> </div>
<div> <div>Communication and Language</div> <div>  </div> </div>	<div> <div>Understand how to listen carefully and why listening is important.</div> <div>Engage in story times, rhymes, and songs.</div> <div>Maintain attention in whole class/groups.</div> <div>Follow 1 step instructions.</div> <div>Understand 'why' questions.</div> <div>Use sentences 4-6 words.</div> <div>Use talk to organise play</div> </div>	<div> <div>Listen in familiar &amp; new situations.</div> <div>Engage in story times.</div> <div>Maintain attention in new situations.</div> <div>Ask questions to find out more and to check they understand what has been said to them.</div> <div>Follow instructions with 2 parts in a familiar situation.</div> <div>Start a conversation with peers and familiar adults and continue for many turns.</div> <div>Develop social phrases</div> </div>	<div> <div>Listen attentively in a range of situations.</div> <div>Maintain attention during appropriate activity.</div> <div>Engage in non-fiction books.</div> <div>Consider the listener and take turns.</div> <div>Use talk to organise/stand for something else in play.</div> <div>Begin to use past tense.</div> <div>Begin to recount past events.</div> </div>	<div> <div>Understand why listening is important.</div> <div>Maintain attention in different contexts.</div> <div>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</div> <div>Ask questions to find out more and check understanding.</div> <div>Articulate their ideas and thoughts in well-formed sentences.</div> <div>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</div> <div>Begin to connect one idea or action to another using a range of connectives.</div> <div>Describe events in some detail.</div> </div>	<div> <div>Listen and understand instructions while busy with another task.</div> <div>Maintain activity while listening.</div> <div>Understand how, why, where questions.</div> <div>Describe events in some detail.</div> <div>Express ideas about feelings and experiences.</div> <div>Articulate their ideas and thoughts in well-formed sentences.</div> <div>Use language to reason.</div> </div>	<div> <div>Listen and respond with relevant questions, comments, or actions.</div> <div>Attend to others in play.</div> <div>Make comments and clarify thinking with questions.</div> <div>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</div> <div>Speak in well-formed sentences with some detail.</div> <div>Use new vocabulary in different contexts.</div> <div>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</div> </div>
	<div> <div>Learn new vocabulary</div> <div>Use new vocabulary through the day</div> </div>					
<div> <div>Personal, Social and Emotional Development</div> <div>Self-regulation</div> <div>  </div> </div>	<div> <div>Can talk about feelings.</div> <div>Welcome distractions when upset.</div> <div>Increasingly follow rules.</div> <div>Know likes and dislikes.</div> <div>Independently organise belongings in the morning.</div> <div>Manage personal hygiene.</div> <div>Build constructive and respectful relationships.</div> </div>	<div> <div>Beginning to express their feelings and consider the perspectives of others.</div> <div>Begin to take turns and share resources.</div> <div>Independently choose where they would like to play.</div> <div>Continue to build constructive and respectful relationships.</div> </div>	<div> <div>Show pride in achievements.</div> <div>Understand behavioural expectations of the setting.</div> <div>Can explain right from wrong and try to behave accordingly.</div> <div>Manage their own needs.</div> <div>Can identify kindness.</div> <div>Seek others to share activities and experiences.</div> </div>	<div> <div>Can make choices and communicate what they need.</div> <div>Begin to show persistence when faced with challenges.</div> <div>Can keep play going by co-operating, listening, speaking, and explaining.</div> <div>Can reflect on the work of others and self-evaluate their own work.</div> </div>	<div> <div>Beginning to know that children think and respond in different ways to them.</div> <div>Can talk about their own abilities positively.</div> <div>Confident to try new activities</div> <div>Show resilience and perseverance.</div> </div>	<div> <div>Able to identify and moderate own feelings.</div> <div>See themselves as a unique and valued individual.</div> <div>Can seek out a challenge and enjoy the process.</div> <div>Show sensitivity to others' needs and feelings.</div> </div>
Religious Education	<div> <div>Key Question F1:</div> <div>Which stories are special and why?</div> </div>	<div> <div>Key Question F2:</div> <div>Which people are special and why?</div> </div>	<div> <div>Key Question F3:</div> <div>Which places are special and why?</div> </div>	<div> <div>Key Question F5:</div> <div>Where do we belong?</div> </div>	<div> <div>Key Question F4:</div> <div>Which times are special and why?</div> </div>	<div> <div>Key Question F6:</div> <div>What is special about our world?</div> </div>
<div> <div>Physical Development</div> <div>  </div> <div>Real PE Focus</div> </div>	<div> <div>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</div> <div>Following instructions, practise safely, independent work</div> </div>	<div> <div>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</div> <div>Taking turns and sharing.</div> </div>	<div> <div>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</div> <div>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</div> <div>Exploring and describing different movements</div> </div>	<div> <div>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</div> <div>Understand and follow simple rules, name some things I am good at.</div> </div>	<div> <div>Combine different movements with ease and fluency</div> <div>Develop the foundations of a handwriting style which is fast, accurate and efficient.</div> <div>Performing a single skill or movement with some control, performing a range of skills and link two movements together.</div> </div>	<div> <div>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</div> <div>Aware of why exercise is important for good health.</div> </div>
	<div> <div>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.</div> <div>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.</div> <div>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</div> <div>Develop overall body-strength, balance, co-ordination, and agility.</div> </div>					
Literacy	<div> <div>Comprehension:</div> <div>Listen and enjoy sharing a range of books.</div> <div>Hold a book correctly, handle with care.</div> </div>	<div> <div>Comprehension:</div> <div>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</div> </div>	<div> <div>Comprehension:</div> <div>Use picture clues to help read a simple text.</div> <div>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</div> </div>	<div> <div>Comprehension:</div> <div>Retell stories in the correct sequence, draw on language patterns of stories.</div> </div>	<div> <div>Comprehension:</div> <div>Correctly sequence a story or event using pictures and/or captions.</div> <div>Make simple, plausible suggestions about what will happen next in a book they are reading.</div> </div>	<div> <div>Comprehension:</div> <div>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story.</div> </div>

	 <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.          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.</p>	<p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.          Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.          Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>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).</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Literacy	<p><b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.</p>	<p><b>Word Reading:</b> Read individual letters by saying the 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.</p>	<p><b>Word Reading:</b> Read individual letters by saying the 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.</p>	<p><b>Word Reading:</b> Read some letter groups that each 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.</p>	<p><b>Word Reading:</b> Read some letter groups that each 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.</p>	<p><b>Word Reading:</b> 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.</p>
Phonics	<p>Re-cap single letter sounds and use word time sessions to develop blending to read and spelling.          Teach Set 1 Special Friends (sh, ch, th, nk, ng, qu)</p>	<p>Re-cap single letter sounds and use word time sessions to develop blending to read and spelling.          Teach Set 1 Special Friends (sh, ch, th, nk, ng, qu)</p>	<p>Re-cap Set 1 Special Friends.          Teaching Red Ditty books.          Teach Set 2 sounds.</p>	<p>Re-cap Set 1 Special Friends.          Teaching Red Ditty books.          Teach Set 2 sounds.</p>	<p>Re-cap Set 2 sounds.          Teaching Green Storybooks.          Re-teach/teach Set 2 sounds.</p>	<p>Re-cap Set 2 sounds.          Teaching Green Storybooks.          Re-teach/teach Set 2 sounds.</p>
Literacy	<p><b>Emergent writing:</b>          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.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words.          Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom.          Draws lines and circles.</p>	<p><b>Emergent writing:</b> 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.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings.          Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds.          Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly.          Recognise that after a word there is a space.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Set 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand.          Write from left to right and top to bottom.          Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> 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.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters.          Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing.          Use writing in play.          Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences.          Make phonetically plausible attempts when writing more complex unknown words.</p> <p><b>Handwriting:</b> 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.</p>	<p><b>Emergent writing:</b> 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</p> <p><b>Composition:</b> 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.</p> <p><b>Spelling:</b> 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.</p> <p><b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Write Stuff Development						
Mathematics	<p>Count objects, actions, and sounds.          Subitise</p>	<p>Explore the composition of numbers to 10          Subitise          Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers to 10          Subitise          Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers to 10          Subitise          Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers beyond 10.          Subitise          Automatic recall number bonds 0-10</p>	<p>Explore the composition of numbers beyond 10.          Subitise          Automatic recall number bonds 0-10</p>

