

## RECEPTION LONG TERM PLAN 2021-2022

		Links to the EYFS and National Curriculum	Intent: What knowledge do we want children to gain?
Autumn 1	All About Me	Understanding the World, PSED, History	<ul style="list-style-type: none"> <li>- To see themselves as an individual (PSED)</li> <li>- Which behaviours are acceptable and not acceptable (PSED)</li> <li>- Have confidence to try new activities (PSED)</li> <li>- To be able to know how to express their feelings and consider the feelings of others (PSED)</li> <li>- Explore a wide range of vocabulary around emotions such as 'delighted', 'excited', 'outraged', 'determined'.</li> <li>- Can talk about their homelife, likes and dislikes and culture (PSED) / (UW)</li> <li>- How to be like our Eden Park Value Superheroes (PSED)</li> <li>- Can notice and comment on similarities and differences between things in the past relate it to how they live now (UW)</li> </ul>
Autumn 2	Celebrations	Expressive Arts and Design, Understanding the World, Music, RE	<ul style="list-style-type: none"> <li>- Sing in a group and is able to match pitch and melody (EAD)</li> <li>- How to perform / act / become a character on stage.</li> <li>- Understands similarities and differences between different religious and cultural communities. E.g. visiting a place of worship (UW)</li> <li>- Can explain similarities and differences between life in this country and in other countries (UW)</li> <li>- Can explore and engage in music making and dance performing solo or in groups (EAD)</li> <li>- Listen attentively to a variety of music whilst exploring movement and being able to comment on the music and express how it makes them feel (EAD)</li> </ul>
Spring 1	Superheroes Versus Everyday Heroes	Understanding the World, PSED	<ul style="list-style-type: none"> <li>- Can talk about people who are familiar to them e.g. police, doctors, teachers etc. (UW)</li> <li>- Talk confidently to adults and peers about their family and local community (UW)</li> <li>- Name and describe people who are familiar to them (UW)</li> <li>- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers (UW)</li> <li>- Understands the importance of being a good listener towards adults and peers (PSED)</li> <li>- Responds to what they hear with relevant questions, comments and actions. (C&amp;L)</li> <li>- Compare and contrast characters from stories (UW)</li> </ul>

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Spring 2	Come and Tell Me a Story	Literacy, Expressive Arts and Design, Literacy, DT	<ul style="list-style-type: none"> <li>- To identify and discuss key features of a story (L)</li> <li>- Draw our common themes from stories, such as bravery, kindness, hygiene etc. (UW)</li> <li>- Understands what has been read to them by retelling stories in their own words (L)</li> <li>- Can predict key events in stories (L)</li> <li>- Compare and contrast characters from stories, including figures from the past (UW)</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Understands the past through settings, characters and events from books read in class and storytelling. (UW)</li> <li>- Refines previous knowledge on joining materials and artistic effects – cold glue guns, paper clips, split pins, &amp; hole punch with treasury tags (EAD)</li> </ul>
Summer 1	Get Set Grow	Understanding the World, Science	<ul style="list-style-type: none"> <li>- Explore the natural world around them (UW)</li> <li>- Learn how to care for their environment (UW)</li> <li>- Describe what they see, hear and feel whilst outside. (UW)</li> <li>- <i>Can explain why things might happen (C&amp;L)</i></li> <li>- Uses new vocabulary in different areas and contexts throughout the day.</li> <li>- <i>Can express their ideas and feelings about their experiences. Can confidently hold a conversation with their teacher and peers. (C&amp;L)</i></li> <li>- <i>Explores the natural world around them, making observations and drawing pictures of animals and plants. (UW)</i></li> <li>- <i>Understands how to care for the natural world. (UW)</i></li> <li>- Understands the effects of changing seasons (UW)</li> </ul>
Summer 2	Brixham and Beyond	Understanding the World, Geography	<ul style="list-style-type: none"> <li>- Recognise similarities and differences between life in this country and life in other countries (UW)</li> <li>- About the animals that live wild in this country and the animals that live in the wild in other countries (UW)</li> <li>- Can draw information from a simple map (UW)</li> <li>- <i>Understands how to care for the natural world, specifically their own town Brixham and their beaches. (UW)</i></li> <li>- Learn how to care for their environment (UW)</li> </ul>

***All Learning Experiences have a huge drive and focus on Communication and Language. Our environment, well-chosen high quality texts, adult interactions and adult inputs always have a communication and language focus and it is at the forefront of our minds with everything we do.***