

Ellington Primary School

Reception Long Term Plan 2022-2023



The following topics will be covered throughout the school year although some content below may change based on the children's interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Superhero, Super Me!	Tell me a story	Amazing Animals	Journeys	Ready Steady Grow	Summer Time
Focuses	Myself, Family, Superheroes, Autumn, Harvest, Halloween.	Traditional Tales, Fairy Tales, Nursery Rhymes, Bonfire Night, Remembrance Day, Nativity/Christmas.	Dinosaurs, Minibeasts, Artic Animals, Winter, Chinese New Year, Valentine's Day, Pancake Day.	Space, Our Local Environment, World Book Day, Mother's Day, Easter.	Growing, Plants, Humans, Animal Lifecycles, Chicks hatching, St. George's Day.	Summer, At the Seaside, Sea Creatures, Holidays, Pirates and Mermaids, Father's Day.
Core Books (the children will also learn through a range of non-fiction books, stories and resources)	<ul style="list-style-type: none"> • Super Duper You • The Colour Monster • Superkid • Supertato 	<ul style="list-style-type: none"> • The Gingerbread Man • Goldilocks and the Three Bears • The Little Red Hen • Cinderella 	<ul style="list-style-type: none"> • Lost and Found • Harry and His Bucketful of Dinosaurs • Mad About Minibeasts! • Do You Love Bugs? 	<ul style="list-style-type: none"> • Whatever Next! • Aliens Love Underpants • How to Catch a Star • The World Around Me 	<ul style="list-style-type: none"> • Jack and the Beanstalk • Jasper's Beanstalk • Handa's Surprise • Rosie's Walk 	<ul style="list-style-type: none"> • The Snail and the Whale • Rainbow Fish • Octopus Shocktopus • Commotion in the Ocean
Communication and Language (Listening and Attention, Understanding and Speaking)	<ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important. - Engage in story time. - Understand and follow simple instructions. - Answer simple problem solving questions. - Learn new vocabulary, exploring new words and their meanings, using a variety of tenses. - Ask questions to find out more and clarify their understanding. - Listen to and talk about stories to build familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. 		<ul style="list-style-type: none"> - Understand and follow more complicated instructions. - Connect one idea or action to another using a range of connectives. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Describe events in some detail linking sentences and generally sticking to the topic of conversation, articulating their ideas and thoughts in well- formed sentences. - Learn rhymes, poems and songs. - Engage in non- fiction books. - Use gestures and expressions to bring imaginary characters to life and explain the role they take on. 		<ul style="list-style-type: none"> - Use new vocabulary in different contexts. - 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. - Make up new stories with others which are increasingly detailed in their structure and understanding of characters and acting out in play. - Offer explanations for why things happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. 	

<p>Personal, Social and Emotional Development</p> <p>PSED- Kapow</p> <p>(Self- Regulation, Managing Self, Building Relationships)</p>	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. <p>Key Vocabulary: feelings, emotions, happy, sad, angry, excited, brave, valuable, sharing, relationships, similarities, differences, celebrating.</p>	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally regulating feelings by drawing on a range of strategies. <p>Key Vocabulary: resilience, challenge, dreams, goals, healthy.</p>	<ul style="list-style-type: none"> - Think about the perspectives of others. - Manage their own needs, explaining own understanding to others and ask appropriate questions of others. <p>Key Vocabulary: friends, respect, helping others, upset, relationships, resilience.</p>
<p>Physical Development</p> <p>(Gross Motor and Fine Motor)</p>	<ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene. - Revise and refine the fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - Develop their small motor skills in order to use a range of tools competently, safely and confidently such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>Key Vocabulary: lining up, personal hygiene, roll, crawl, walk, jump, run, hop, skip, climb, tools, safely, confidently.</p>	<ul style="list-style-type: none"> - Develop the overall body strength, co-ordination, balance and agility. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. - Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. <p>Key Vocabulary: co-ordination, balance, confidence, health, healthy eating, safe, well-being.</p>	<ul style="list-style-type: none"> - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. - Combine different movements with ease and fluency. - Develop the foundations of a handwriting style which is fast, accurate and efficient, correctly forming most letters. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Key Vocabulary: throw, catch, kick, pass, bat, ready position, over arm, under arm.</p>
<p>Literacy</p> <p>(Comprehension, Word Reading, Writing)</p>	<ul style="list-style-type: none"> - Discuss families, ourselves, our bodies, superheroes and autumn. - Discuss traditional tales and celebrations (e.g. Christmas). - Discuss characteristics of different books, for example, author, setting and character. - Actively listen to stories asking and answering questions based on the different books shared. - Copy most letters from own name and use clearly recognisable letters in own writing. - 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. <p>Key Vocabulary: superheroes, rescue, speed, brave, hero, ourselves, family, role play, Christmas, stories, characters, setting, letters, sounds, once upon a time.</p>	<ul style="list-style-type: none"> - Demonstrate understanding of what they have read/ heard by conversation/ asking and answering questions. - Demonstrate understanding when talking with others about what they have read. - Represent some sounds in the correct order when writing words. - Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. - Re- read books to build up their confidence in word reading, their fluency and their understanding and enjoyment as well as answering questions related to characters or events within a familiar story. <p>Key Vocabulary: animals, minibests, dinosaurs, journey, world, earth, aliens, characters, plot, reading, writing, sentence, words, caption, label.</p>	<ul style="list-style-type: none"> - Discuss the books shared and develop theme related language, retelling stories and predicting key events in stories. - Retell stories using own words and new vocabulary learned. Children supported to use this language in their discussions and play. - Form lower- case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using capital letter, finger spaces and full stop. - Re- read what they have written to check that it makes sense. - Orally retell a simple 5-part story having a clear understanding of the beginning, middle and end. <p>Key Vocabulary: capital letters, finger spaces, full stops, first, next, then, because, beginning, middle, end, one day, adjective.</p>

Phonics

(Read Write Inc.)

Children follow the Read Write Inc. phonics programme.

Mathematics

(Number, Numerical Patterns)

**NCETM
Mastering Number****NCETM- Mastering Number- Term 1**

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Pupils will:

- Identify when a set can be subitised and when counting is needed.
- Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame.
- Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.
- Spot smaller numbers 'hiding' inside larger numbers.
- Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.
- Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.
- Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds.
- Compare sets of objects by matching.
- Begin to develop the language of 'whole' when talking about objects which have parts.

NCETM- Mastering Number- Term 2

Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.

Pupils will:

- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.
- Begin to identify missing parts for numbers within 5.
- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.
- Focus on equal and unequal groups when comparing numbers.
- Understand that two equal groups can be called a 'double' and connect this to finger patterns.
- Sort odd and even numbers according to their 'shape'
- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern.
- Order numbers and play track games
- Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.

NCETM- Mastering Number- Term 3

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

Pupils will:

- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds
- Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.
- Compare quantities and numbers, including sets of objects which have different attributes.
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2.
- Begin to generalise about 'one more than' and 'one less than' numbers within 10.
- Continue to identify when sets can be subitised and when counting is necessary.
- Develop conceptual subitising skills including when using a rekenrek.

<p>Understanding the World</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside linking to the season autumn. <p>Key Vocabulary: Family, Grandparents, Ellington, United Kingdom, World, country, celebrate, map, globe, Autumn, change, hibernation, Harvest, festivals, old, new.</p> <p>RE (Northumberland Agreed Syllabus 2022): Autumn 1: Being special: where do we belong? Autumn 2: Why is Christmas special for Christians?</p>	<ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Recognise and talk about why people have different beliefs and celebrate special times in different ways. - Recognise and talk about some environments that are different to the one in which they live. - Recognise and talk about the season spring. <p>Key Vocabulary: Compare, contrast, history, environment, past, present, Winter, Spring, produce, planet, space, Earth, weather, artic, South Pole, Antarctica, present, yesterday, today, tomorrow.</p> <p>RE (Northumberland Agreed Syllabus 2022): Spring 1: Why is the word 'God' so important to Christians? Spring 2: Why is Easter special to Christians?</p>	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Recognise some similarities and differences between life in this country and life in other countries. - Draw information from a simple map. - Compare and understand the effect of changing seasons on the natural world around them. <p>Key Vocabulary: Observe, question, explore, identify, similarities, different, Summer, change, same, countryside, beach, farm.</p> <p>RE (Northumberland Agreed Syllabus 2022): Summer 1: What places are special and why? Summer 2: What times/ stories are special and why?</p>
<p>Expressive Arts and Design</p> <p>(Creating with Materials, Being Imaginative and Expressive)</p> <p>Art- Kapow DT- Kapow Music- Charanga</p>	<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Recite nursery rhymes and repeated refrains. - Develop storylines in their pretend play. - Use a range of natural and recycled materials to create pictures and models, for example, self-portraits, superhero models and homes for the different book characters. - Explore fruit and vegetable printing (thinking about autumn colours and colour mixing). - Using a variety of tools and equipment safely. - Explore and experiment with play-doh. <p>Key Vocabulary: instrument, pretend, mix, materials, model, self-portrait, family portrait, superhero, characters, autumn, printing, thin, thick, brown, yellow, red, explore.</p>	<ul style="list-style-type: none"> - Join in with rhymes and songs and beginning to move rhythmically to music. - Copy rhythms using a range of different musical instruments. - Develop imaginative play stimulated by topic focus (using small world resources). - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Plan and evaluate own work. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Plan and create a model using play-doh. <p>Key Vocabulary: rhyme, instruments, pitch, imagination, build, plan, evaluate, create, brush, stroke, dab, green, yellow, orange, red, pink.</p>	<ul style="list-style-type: none"> - Know a range of nursery rhymes and songs. - Begin to make up own rhythm using musical instruments. - Explore and engage in music making and dance, performing solo or in groups. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Create own stories based on summer time, selecting characters, setting and plot using small world resources to retell stories. - Plan and explain creations made. - Use a range of materials, tools and equipment to create models linking to topic. - Explore and experiment with clay and then plan and create a model using clay. <p>Key Vocabulary: dance, performing, solo, group, express, feelings, create, retell, plan, explain, experiment, clay, tools, bright, join.</p>