








Greenfields Reception Long Term Planning 2021-2022

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Possible Themes/Interests/Lines of Enquiry	All about Me Autumn Halloween Family	Let’s Celebrate Autumn Christmas story Halloween Diwali Bonfire Night Hannukah Christmas/Father Christmas	Winter All Creatures Great and Small Chinese New Year	Growth and Change Pancake Day Easter Planting/Gardening/Spring	Traditional Tales	Journeys and Transport Transition into Year 1
Communication and Language 	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow <i>instructions with 2 parts</i> in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.				
Personal, Social and Emotional Development Self-regulation 	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others’ needs and feelings.
Religious Education 	Which people are special and why?	Why do people have celebrations? What do some religious people celebrate? How do Christians celebrate Jesus’ birthday?	What do some people believe about the beginning of the world? What is happening in the natural world? Which natural things appear dead but are really alive?	What makes me happy and unhappy? What made Jesus’ friends happy and unhappy at Easter time? Which things do Christians eat at Easter to remind them of the story?	What places are special to me? Which places are special in the school? Which places are special to people in the community?	Which local place is special and holy to a religious family? Which people are important in our own lives?
Physical Development 	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. 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 wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	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 sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					

<div>Literacy</div> <div></div>	Key Texts: Owl Babies, The Rainbow Fish, Meg and Mog, Funnybones	Key Texts: , There’s Going to be a Baby, Kipper’s Birthday, Zoe and Bean: Zoe’s Christmas List, The Jolly Christmas Postman. Non-Fiction texts about Bonfire Night, Diwali, Remembrance Day, Hannukah and Christmas	Key Texts: Harry and the Bucketful of Dinosaurs, Bumpus Jumpu Dinosaurumpus, Romp in the Swamp, Monster Stones – The story of a Dinosaur Fossil. Non-Fiction texts about dinosaurs and Volcanoes,	Key Texts: Titch, The Tiny Seed, Jasper’s Beanstalk, Jack and the Beanstalk, Oliver’s Vegetables, Meg’s Veg. Non-Fiction texts about growth and change (plants and animals),	Key Texts: The Ugly Duckling, The Gingerbread Man, Little Red Riding Hood, The Three Billy Goat’s Gruff, The Little Red Hen. Non-Fiction texts: Forms of transport	Key Texts: We’re Going on a Bear Hunt, The Train Ride, Mr Gumpy’s Motor Car, The Boy who Unplugged the Sea, The Magic Bed, Whatever Next! Non-Fiction texts: Forms of transport
	Vocabulary: Family names, body parts, bone, home, house, feelings – happy, sad, anger/angry, calm, love	Vocabulary: Celebrate, celebration, party, birthday, Halloween, Christmas, Diwali, Hannukah, candle, presents, gift, invitation, card, diwa lamp, remembrance, poppy	Vocabulary: Dinosaur names, plates, spikes, crest, head, wings, tail, body, claws, herbivore, carnivore, volcano, erupt/eruption, magma, lava, experiment	Vocabulary: Grow, change, vegetable names, flower and plant names, root, stem, leaf, flower, seed, garden, gardening, plant, soil, sow, wind, rain, sun, egg, hatch, hatching, life cycle	Vocabulary: Character, setting, good, bad, once upon a time, the end, character names from key texts, sequence. retell	Vocabulary: Journey, travel, transport, land, air, sea, by foot, train, car, boat, ship, rocket, spaceship, van, truck, motorcycle, bicycle, scooter, skateboard, skates, speedboat, hot air balloon, past, prsent
	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. 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.	Comprehension: 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. 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.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. 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).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. 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.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. 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.	Comprehension: 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. 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.
<div>Literacy</div> <div></div> <div>Phonics</div> <div></div>	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: 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.	Word Reading: 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.	Word Reading: 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.	Word Reading: 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.	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.
	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.					
	Phase 2 Know grapheme phoneme correspondence of sets 1-3. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling Know tricky words (I, the, to, no, go, into).	Phase 2 Know grapheme phoneme correspondence of sets 4-6. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words (I, the, to, no, go, into) Blend and segment known sounds for reading and spelling VC and CVC	Phase 3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know tricky words - he, she, we, me, be, was, you, Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed	Phase 3 Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi, er Know trigraph igh, ear, ure, air Know tricky words - he, she, we, me, be, was, you, are, my, her, they. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.	
<div>Literacy</div>	Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks	Emergent writing: Use appropriate letters for initial sounds.	Emergent writing: Build words using letter sounds in writing.	Emergent writing: Continue to build on knowledge of letter sounds to build	Emergent writing: Show awareness of the different audience for writing.

<div></div>	<p>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>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>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>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>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.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>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.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>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.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
	Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)					
	Writing Development	Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.	Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.	More phonetically correct words are written by child along with common words, e.g. 'the' and known tricky words. Can use a phonic mat or work bank to support. Adult writes any unknown words.	Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.
Mathematics	Subitising (Including equivalence, more and less) Count objects, actions and sounds. Subitise	Counting skills (stable order and one to one correspondence) Comparison – measures Pattern recognition Link the number symbol (numeral) with its cardinal number value. Compare length, weight and capacity. Continue, copy and create repeating patterns.	Classification Counting the sort (including cardinality) Using counting to compare Explore characteristics of everyday objects and shapes and use mathematical language to describe them Use everyday language to talk about size, weight, position... to compare quantities and objects and to solve problems Compare numbers	Spatial thinking Magnitude – ordering and estimating Regrouping the whole Use everyday language to talk about... position, distance ... to compare objects and to solve problems Understand the ‘one more than/one less than’ relationship between consecutive numbers. Have a deep understanding of number to 10 Explore the composition of numbers to 10.	Regrouping the parts to find the total (whole) Finding the whole and missing parts Ten and some more Have a deep understanding of the numbers to 10 Have automatic recall of numbers to five and know some bonds to ten Have a deep understanding of numbers to 10 and begin to count confidently beyond ten, recognising patterns in the counting system	Doubling and halving Odd and even Counting beyond 20 Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally Verbally count beyond 20, recognising the pattern of the counting system.
Ongoing throughout the year	Link the number symbol with its cardinal number value. Count beyond ten. Compare numbers Understand the ‘one more/one less than’ relationship between consecutive numbers. Compare length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy, and create repeating patterns.					

<div>Understanding the World</div> 	<div>FOREST SCHOOL</div>					
	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p> <p>Enquiry: Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories.</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>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.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
	Begin to develop a sense of continuity and change by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past.</i> Using Little People, Big Dreams books.					
	<p>Respect: Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p>	<p>Respect: Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world)</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Animals and know how to care for an animal/pets</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p>	<p>Respect: Understand that some places are special to members of their community.</p>	<p>Respect: Understand that some places are special to members of their community.</p>
	<p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, outdoor area map and read commons signs and logos.</p>	<p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p>	<p>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.</p> <p>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.</p>	<p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry - 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</p> <p>Understand the key features of the life cycle of a plant or animal.</p>	<p>Mapping: Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Enquiry: 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.</p>	<p>Mapping: Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> <p>Enquiry: Recognise, know, and describe features of different places. Look closely at similarities and differences between their immediate environment and different places they have visited, learnt about through books or websites.</p>
	<p>Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> <p>Observation: Explore the natural world around them by taking part in weekly forest school inspired ‘Nature School’ sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>					
<div>Expressive Arts and Design</div> 	<p>Portrait skills – drawing themselves, observational work, papier mache, working with clay, using charcoal and oil pastels. Use nature to create works of art in Forest School.</p> <p>Art, DT: pencil, grip, hold, brush, paint, colour, smooth, rough, bumpy, stamp,</p>	<p>Nursery Rhymes/Songs: Halloween’s coming The skeleton Dance</p>	<p>Nursery Rhymes/Songs: Incy Wincy Hickory, Dickory Dock</p>	<p>Nursery Rhymes/Songs: 5 current buns 5 little ducks Mary, Mary</p>	<p>Nursery Rhymes/Songs: The Gingerbread Man song Jack and Jill Oh the Grand Old Duke of York</p>	<p>Charanga Songs: Big Bear Funk</p> <p>Nursery Rhymes/Songs: Row, Row, Row Your Boat</p>

	<p>shape, material, bend, fold, tear, cut, paper, card, colour, click, drag.</p> <p>Nursery Rhymes/Songs: Humpty Dumpty Twinkle, Twinkle If you're happy and you know it Head, Shoulders, Knees and Toes The Hokey Cokey Wind the Bobbin Up</p> <p><i>Develop storylines in their pretend play.</i></p>	<p>Cauliflower's Fluffy Five little monkeys jumping on the bed</p> <p>Songs for the Christmas performance.</p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	<p>5 speckled frogs Row, Row, Row your Boat Baa, Baa Black Sheep</p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p>	<p>A little seed The farmer plants a seed Five little peas The growing-up song Can you plant a bean</p> <p><i>Create collaboratively sharing ideas, resources, and skills.</i></p>	<p>I'm a Little Teapot Children's favourite songs</p> <p><i>Listen attentively, move to, and talk about music, expressing their feelings and responses.</i></p>	<p>Zoom, zoom, zoom</p> <p><i>Watch and talk about dance and performance art, expressing their feelings and responses.</i></p>
	<p><i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i></p>					
	<p><i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.</p>					