

Crookhill Primary School - Long Term Planning			2021 - 22		Reception	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic	Amazing Me	Seasons and Celebrations	Superheroes	Animal Magic	Mini Beasts	Fantastic Fairy Tales and Where to Find Them
Text	Here We Are Only One You Once There Were Giants	A Tree for all Seasons Weather (Jill McDonald) Christmas-Christmas Story Nativity	Super TATO Handa's Surprise	The Hungry Caterpillar Pets (non fiction text on how to look after them)	Norman the Slug with the Silly Shell The Bee Book (non-fiction)	The Three Little Pigs Goldilock's and the Three Bears Little Red Riding Hood
Communication and Language	<p><u>Listening, Attention and Understanding ELG</u></p> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking ELG</u></p> <p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might 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 and making use of conjunctions, with modelling and support from their teacher.</p>					

<p>Ongoing</p>	<p><u>Use new vocabulary through the day</u></p> <p>Model words and phrases relevant to the area being taught, deliberately and systematically: “I’m thrilled that everyone’s on time today”, “I can see that you’re delighted with your new trainers”, “Stop shrieking, you’re hurting my ears!”, “What a downpour – I’ve never seen so much rain!”, “It looks as if the sun has caused the puddles to evaporate”, “Have you ever heard such a booming voice?” Use the vocabulary repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.</p> <p><u>Ask questions to find out more and to check they understand what has been said to them.</u></p> <p>Show genuine interest in knowing more: “This looks amazing, I need to know more about this.” Think out loud, ask questions to check your understanding; make sure children can answer who, where and when questions before you move on to why and ‘how do you know’ questions: “I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles.”</p> <p><u>Articulate their ideas and thoughts in well-formed sentences.</u></p> <p>Use complete sentences in your everyday talk. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Narrate your own and children’s actions: “I’ve never seen so many beautiful bubbles, I can see all the colours of the rainbow in them.”</p>
<p>Personal, Social and Emotional Development</p>	<p><u>Self-Regulation ELG</u></p> <p>Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self ELG</u></p> <p>Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</p>

	<p>understanding the importance of healthy food choices.</p> <p><u>Building Relationships ELG</u></p> <p>Children at the expected level of development will: Early Adopter Handbook 12 - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
<p>Children in Reception will be learning to-</p>	<p><u>See themselves as a valuable individual.</u></p> <p>Ask parents about the child's history, likes, dislikes, family members and culture. Take opportunities in class to highlight a child's interests, showing you know them and about them.</p> <p><u>Build constructive and respectful relationships.</u></p> <p>Make sure children are encouraged to listen to each other as well as the staff. Ensure children's play regularly involves sharing and cooperating with friends and other peers. Congratulate children for their kindness to others and express your approval when they help, listen and support each other. Allow children time in friendship groups as well as other groupings. Have high expectations for children following instructions, with high levels of support when necessary.</p> <p><u>Express their feelings and consider the feelings of others.</u></p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. Undertake specific activities that encourage talk about feelings and their opinions.</p> <p><u>Show resilience and perseverance in the face of challenge.</u></p> <p>Offer constructive support and recognition of child's personal achievements. Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. Help children to set own goals and to achieve them.</p> <p><u>Identify and moderate their own feelings socially and emotionally.</u></p>

	<p>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. 34 Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Give children space to calm down and return to an activity. Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.</p> <p><u>Think about the perspectives of others.</u></p> <p>Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p> <p><u>Manage their own needs.</u></p> <p>Model practices that support good hygiene, such as insisting on washing hands before snack time. Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables.</p>
<p>Physical Development</p>	<p><u>Gross Motor Skills ELG</u></p> <p>Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>Fine Motor Skills ELG</u></p> <p>Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>
<p>Literacy</p>	<p><u>Literacy Comprehension ELG</u></p> <p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>Word Reading ELG</u></p>

	<p>Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Writing ELG</u></p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>							
<p>Mathematics</p>	<p><u>Number ELG</u></p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns ELG</u></p> <p>Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>*Below are the topics. We follow White Rose, Maths Hub- see medium term plans and Maths Hub website for more information*</p>							
	<p>Getting to Know You (3 weeks) Just Like Me (3 weeks)</p>	<p>It's Me 1 2 3! (3 weeks) Light and Dark (3 weeks) Consolidation (2 weeks)</p>	<p>Alive in 5! (3 weeks) Growing 6,7,8 (3 weeks) Building 9 and 10 (3 weeks) Consolidation (3 weeks)</p>	<p>To 20 and beyond (3 weeks) First Then Now (3 weeks) Find my Pattern (3 weeks) On the Move (3 weeks)</p>				
<p>Understanding the World</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 25%; vertical-align: top;"> <p><u>Understanding the World ELG: Past and Present</u></p> <p>Children at the expected level of development will: - Talk about the lives</p> </td> <td style="width: 25%; vertical-align: top;"> <p><u>ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will: - Describe their immediate environment using</p> </td> <td style="width: 25%; vertical-align: top;"> <p><u>ELG: The Natural World</u></p> <p>Children at the expected level of development will: - Explore the natural world around them, making</p> </td> <td style="width: 25%;"></td> </tr> </table>				<p><u>Understanding the World ELG: Past and Present</u></p> <p>Children at the expected level of development will: - Talk about the lives</p>	<p><u>ELG: People, Culture and Communities</u></p> <p>Children at the expected level of development will: - Describe their immediate environment using</p>	<p><u>ELG: The Natural World</u></p> <p>Children at the expected level of development will: - Explore the natural world around them, making</p>	
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	<p>of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate</p>	<p>observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p>	<p><u>ELG: Creating with Materials</u></p> <p>Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG: Being Imaginative and Expressive</u></p> <p>Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>		