



William Martin CofE Schools and Nursery & St James CofE Primary School
2021-22 Planning for Reception

Reception Long Term Planning 2021-2022

| | Autumn 1 02.09.21 - 22.10.21 (7 weeks) | Autumn 2 01.11.21 - 17.12.21 (7 weeks) | Spring 1 04.01.22 - 11.02.22 (6 weeks) | Spring 2 21.02.22 - 01.04.22 (6 weeks) | Summer 1 19.04.22 - 27.05.22 (6 weeks) | Summer 2 06.06.22 - 22.07.22 (7 weeks) |
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| | <i>Reception Baseline</i> | | | | | |
| Topic | All About Me Harvest | Stickman/Autumn/ Christmas | Dinosaurs/Winter | Vehicles (Emergency)/Spring / Easter | Traditional Tales | Our Wonderful World (World Ocean Day, plastic/ recycling) |
| Theme (whole school) | Explore Geography/Dt | | Discover History | | Create Art | |
| Concepts | Friendship Respect Courage Change | | Community Responsibility | | Perseverance Confidence | Respect Change |



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| Main texts | <p>Super-Duper You - Sophy Henn Look up - Nathan Bryon Maisie's Scrapbook - Samuel Narh Through the eyes of me - Jon Roberts Two Homes - Claire Masueril</p> | <p>Stickman - Julia Donaldson Don't Hog the Hedge - twinkl The Christmas Story</p> | <p>Elmer In The Snow Snowflakes - Cerrie Burnell Tree: Seasons come and seasons go Non-fiction texts</p> | <p>Richard Scarry's Cars, trucks and things that go Emergency! - Margaret Mayo</p> | <p>Rapunzel Cinderella Hansel and Gretel Jack and the Beanstalk Little red Riding Hood</p> | <p>The Coral Kingdom - Laura Knowles Tiddler - Julia Donaldson Commotion in the Ocean - Giles Andreae</p> |
| Class Readers | <p>Pattan's Pumpkin Hey, Water! Oi! Get Off Our Train Blue Monster Wants It All Luna Loves Art I really want to shout Rain Before Rainbows Coming to England</p> | | | | | |
| Hook | <p>Class Birthday Party</p> | <p>Stickman Trail (Trip)</p> | <p>Winter Science Week</p> | <p>Police/firemen/vets visits</p> | <p>Cinderella's Ball</p> | <p>Internal Day at the Beach</p> |



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| Events | Phonics/ Reading workshop Weekly Show & Tell from Week 2 - children organised into groups of 5/6 - email sent to parents to ask them to help children collect photos/ things to show | Trip to the church? Hot chocolate and mince pies Parent Reading 4.11 Diwali 5.11 Bonfire Night 8.11 Maths Week 10.11 World Science Day 11.11 Remembrance Day 13.11 Children in Need 13.11-19.11 Transgender Awareness Week 14.11 World Diabetes Day 16.11-22.11 Road Safety Week 27.11-5.12 National Tree Week 2021 30.11 St Andrew's Day 28.11-6.12 Hanukkah 1.12 Christingle 10.12 Human Rights Day 25.12 Christmas | Winter Walk Chinese New Year 5.1 RSPB's Big Schools' Birdwatch 17.1 World Religion Day 18.1 Martin Luther King Day 25.1 Burns Night 30.1-6.2 National Storytelling Week 01.02 Chinese New Year 1.2.-28.2 LGBTQ+ History Month 4.2 Rosa Parks Day 4.2-11.2 Children's Mental Health Week 4.2 Time to Talk Day 5.2 National Wear Red Day 8.2 Safer Internet Day | Spring Walk 14.03 Mother's Day - celebration for mums? (song/ cake/ squash) Easter Egg Hunt Trip to the farm? 14.2-20.2 Random Acts of Kindness Week 14.2 Valentine's Day 16.2 Pancake Day 17.2-29.3 Lent 17.2-17.3 Sports Relief 22.2 World Thinking Day 1.3 St David's Day 3.3 World Wildlife Day 4.3 World Book Day 5.3-14.3 British Science Week 8.3 International Women's Day 14.3 Mother's Day 16.3 Young Carers Action Day 17.3 St Patrick's Day 19.3 Red Nose Day 19.3-20.3 Comic Relief 21.3 World Poetry Day | 23.04.20 St Georges Day 12.4-12.5 Ramadan 17.4 - 25.4 National Parks Week 21.4 The Queen's Birthday 22.4 Earth Day 23.4 St George's Day 23.4 Shakespeare's Birthday 29.4 International Dance Day 2.5-3.5 Eid al-Fitr 5.5 World Maths Day 5.5. African World Heritage Day 7.5 Space Day 8.5 VE Day 9.5 Europe Day 20.5 World Bee Day 23.5 World Turtle Day | Hatfield Forest Trip? 21.06.21 Fathers Day Transition Ugly Bug Ball Teddy Bears Picnic 1.6 Global Day of Parents 6.6 D-Day 8.6 World Oceans Day 17.6 Clean Air Day 21.6 World Music Day |
| | 5.9 International Day of Charity 6.9 National Read a Book Day 8.9 International Literacy Day 12.9 Disability Awareness day 14.9-20.9 National Coding Week 20.9-26.9 Recycle week 21.9 International Day of Peace 22.9 World Car-free day/World Fitness day 26.9 European Day of Languages October - Black History Month 5.10 International Astronomy Day | | | | | |



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| | | 10.10 World Mental Health Day | | | 22.3 World Water Day 27.3 Earth Hour 28.3-29.3 Holi 28.3 Palm Sunday 4.4 Easter | | |
| Literacy | Reading | Grey wordless books/ Dandelion Readers/ Pink Band | Pink Band | Pink to Red Band | Red Band | Red - Yellow Band | Red - Yellow Band |
| | Phonics | Baseline 2days+2 weeks Week 3- 7 s, a, t, p i, n, m, d g, o, c, k ck, e, u, r Consolidate | Phase 2 h, b, f, ff L, ll, ss Consolidation week Assessment week Writing focus week | Phase 3 j, v, w, x y, z, qu sh, ch, th, ng ai, ee, igh, oa oo,ar, or ur, ow, oi | Phase 3 Ear, air, ure Er + consolidation Consolidation week Consolidation week Wk 5-7: Assessment week and application to writing. | Phase 4 CVCC words CCVC words Apply to two-syllable words Adjacent consonants & polysyllabic words + tr | Re-teach any GPC's assessed to need revising. |
| | Tricky word reading | Week 6/7- the, to, into | I, no, go | He, she We, me, be Was, my you | They Her All are | Said, so Have, like | Consolidation |
| | Tricky word spelling | Learn the alphabet | I (as a capital letter) | the, to, into I, no, go Alphabet upper case letters | | He, she, we, me, be Was, you They, all, are | Consolidation |



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| | <p>Writing</p> <p>Always following the phonics being taught</p> | <p>Name writing Daily letter formation Letter formation (linked to phonics)</p> <p>Talk for writing: Little Red Hen</p> | <p>Writing simple VC / CVC words Writing simple captions Finger spaces</p> <p>Talk for writing: The Gingerbread Man</p> | <p>Letter formation (linked to phonics) Writing simple captions and beginning to write sentences Full stops (Spring 2) Spell all phase 2 tricky words and HFW (in, at, on, and)</p> <p>Talk for Writing: Going for a song</p> | <p>Letter formation (linked to phonics) Writing a set of simple sentences Build up writing stamina - chn should be able to write a minimum of 3 sentences with a full stop.</p> <p>Talk for writing: Three Billy Goats Gruff, The Enormous Turnip</p> |
| | <p>Fine Motor Skills</p> | <p>Daily continuous provision of funky fingers activities in the malleable area (playdough, cutting, large tweezers etc)</p> | | | |
| <p>Children in Reception can</p> | <p>• 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 some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and</p> | | | | |
| <p>Maths</p> | <p>Number and Number patterns</p> | <p>Baseline</p> <p>Autumn: Numberblocks series 1</p> <p>Following NCTEM Numberblocks scheme</p> | <p>Spring: Numberblocks series 2</p> <p>Following NCTEM Numberblocks scheme</p> | <p>Summer: Numberblocks series 2 cont. and introducing series 3</p> | |
| <p>Children in Reception can</p> | <p>• Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> | | | | |
| <p>Communication & Language</p> | <p>Continuous provision: carpet time, circle time, role play area, show and tell</p> | | | | |



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2021-22 Planning for Reception

| Children in Reception can | <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. |
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| <p>Personal Social Emotional Development</p> | <p>Concepts: FRIENDS HIP, Respect, Courage, Change, Community</p> <p>Relationships: making friends Class rules Introduce circle time Feelings Worry Box Activity</p> <p>Texts: Noticing skin colour - Embracing our difference Twinkl e-book and resources Let's talk about race by Julius Lester The Day you Begin - Jacqueline Woodson</p> <p>We Are All Different: Exploring diversity</p> <p>Read "Happy In Our Skin" and "We are all Different"</p> <p>We are all different discussion cards. What do you do if someone said something that made you feel uncomfortable? Has there been a time when you have been made to feel different from the people around you? How did that make you feel?</p> <p>Safety: PANTS rule Stranger Danger Road Safety Safety in the home Internet safety Empathetic discussion cards (Twinkl)</p> <p>Ensure a range of diverse people are represented throughout this unit.</p> <p>British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs</p> <p>Change and new beginnings Cody the caterpillar</p> |
| <p>Children in Reception can</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. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others. Manage their own needs. Personal hygiene. Know and talk about the different factors that | |



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2021-22 Planning for Reception

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| Computing | Computing Purple Mash/Mini Mash | Use 2Simple to draw a picture of yourself and your family Simple Algorithmic Instructions Coding Week Using Beebots | Use 2Simple to create fireworks pictures Christmas pictures Email to Santa | Access and explore Simple City to find out more about different jobs. Access 2Explore (music) to explore different sounds and create patterns. | | Use 2Create a Story to type captions / sentences / short stories. | Use 2Create a Story to type captions / sentences / short stories. |
| | Coding | Human coding | Human coding | Algorithmic Planning | Algorithmic Planning | Programming different technology (including bee-bots) | Programming different technology (including bee-bots) |
| | Continuous Provision | Utilise the classroom computes and iPad throughout the year to access websites and games to support the teaching of maths and phonics. Access to class iPad, cameras, talking clipboards | | | | | |
| Children in Reception can know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' | | | | | | | |
| RE/ UW | RE Christian Value | Introduce class value What does the word 'God' mean? Creation When God Made you by Matthew Paul Turner | Forgiveness What does the word 'God' mean? Hinduism The Birth of Jesus | What is 'right'? What is 'wrong'? What is 'good'? | What is 'right'? What is 'wrong'? What is 'good'? Easter | Why is symbolism so important to belief? | Why is symbolism so important to belief? |



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2021-22 Planning for Reception

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| <p>Children in Reception can</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. 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>Geography/ UW</p> | <p>People</p> | <p>Understanding differences between us: family, heritage, languages spoken, countries of origin and beliefs</p> | <p>What do we wear when it's cold?</p> | <p>Caring for the environment: Animals/ endangered species Recycling</p> | <p>Traditional tales from around the world</p> | <p>Life cycles What can we do to care for the environment: Animals/ endangered species Recycling</p> | |
| | <p>Places</p> | <p>Developing an understanding of our immediate environment: Harlow. Understanding we are in England and talking about other countries of significance. Creating a 'stickman' map</p> | <p>Comparing cold and warm places</p> | <p>Our local emergency services</p> | <p>Reading a 'fairy-tale' map</p> | <p>At the recycling centre</p> | |
| | <p>Weather</p> | <p>Observing seasonal change throughout the year</p> | | | | | |
| <p>Children in Reception can</p> <ul style="list-style-type: none"> Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world. | | | | | | | |
| <p>History/ UW</p> | <p>Chronology</p> | <p>Personal history</p> | <p>Celebrations talk about things they have celebrated in their own lives using the past tense</p> | <p>Understanding how things change over time in our own lives</p> <p>Timeline of children's lives</p> | <p>Look at vehicles through the years and compare.</p> | <p>Royal Family line of succession</p> | <p>Comparing dinosaurs and birds. What is the same? What is different?</p> |



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| | Historical events/ Understanding the past | History of the local area | Bonfire Night | Talking about events from the past- their own timeline, Dinosaurs | The Wright Brothers | Comparing the old and modern royal family. | Oil Spills - Deepwater Horizon |
| Children in Reception can Talk about members of their immediate family and community. | | | Name and describe people who are familiar to them. | Comment on images of familiar situations in the past. | | Compare and contrast characters from | |
| Science | | Materials: Colour mixing Water Life processes & living things: Our senses Our bodies Seasonal changes- Autumn Physical processes: Light and dark - sources of light, shadows Science investigations/ awe and wonder experiments | Materials: Solids, liquids and gases Water Life processes & living things: Our Senses Our bodies Seasonal changes- Winter/Spring Dinosaurs Life cycles Physical processes: Day and night - nocturnal animals Magnets Science investigations/ awe and wonder experiments | Materials: Solids, liquids and gases Properties of materials Natural & manmade materials Recycling & looking after our oceans Floating and sinking Life processes & living things: Our senses Our bodies Seasonal changes- Summer Nutrition & healthy Eating Animals Physical processes: Light and dark - sources of light, shadows Sound and hearing (tin can phones) Forces Science investigations/ awe and wonder experiments | | | |
| | Children in Reception can: • Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. | | | Understand the effect of changing seasons on the natural world around them. | | | |



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| PE/PD | <p>Cosmic Kids Yoga - daily</p> | <p>PE lesson rules</p> <p>Circle games</p> <p>Gymnastics: Gym in the jungle I can confidently join a range of movements to create a short sequence. I can control my body when performing my sequence of movements.</p> | <p>Movement circuits I can balance when moving. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways.</p> <p>Gymnastics: Jumping Jacks & Rock and Roll I can confidently join a range of movements to create a short sequence. I can control my body when performing my sequence of movements.</p> | <p>Dance: Dinosaurs ELG: I can confidently join a wide range of different movements. I can confidently use a range of movements to create a short dance. I can confidently put my dance to suitable music. I can adapt and change my dance to suit a different style. I can create a short dance which shows my own ideas and thoughts. I can create a short dance which</p> | <p>Games: The Best of Balls ELG: I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.</p> | <p>Dance: Dance Til You Drop ELG: I can confidently join a wide range of different movements. I can confidently use a range of movements to create a short dance. I can confidently put my dance to suitable music. I can adapt and change my dance to suit a different style. I can create a short dance which shows my own ideas and thoughts. I can create a short dance which can show my feelings.</p> | <p>Games: The Olympics ELG: I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.</p> |
| | <p>Continuous Provision</p> | <p>Development of fine motor skills including finger strong activities, playdough, cutting skills, small construction and pencil control. Development of gross motor skills including climbing, riding bikes and scooters, large scale building equipment, etc. Daily Go Noodle activities to promote rhythm, musicality, movement and activity.</p> | | | | | |



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2021-22 Planning for Reception

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| <p>Children in Reception can: Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. 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</p> | | | | | | | |
| <p>Art/ EAD</p> | <p>Projects</p> | <p>Self portrait & drawing people Colours Celebrations: birthday cards, diva lamps, rangoli patterns</p> | <p>Christmas crafts Christmas arts and crafts Autumn tree/ leaf hedgehog</p> | <p>Winter pictures How To Draw: Step by step drawing (twinkl): Face, animals</p> | <p>Make and dinosaur egg Clay dinosaur prints</p> | <p>Famous artists Roy Lichtenstein 'POW' style names Recreate their work</p> | <p>Aboriginal aquatic animals Outdoor art projects</p> |
| | <p><i>Seasonal art related activities</i></p> | | | | | | |
| | <p>Continuou s Provision</p> | <p>Free access to colouring, drawing, collage materials, paints, chalks and other creative equipment throughout the year (inside and outside).</p> | | | | | |
| <p>D & T/ EAD</p> | <p>Junk modelling: Make your own home Loose parts- self portraits</p> | <p>Food technology: Christmas biscuits Pine cone Christmas trees</p> | <p>Chinese New Year: Paper plate dragon craft, lanterns Creating dinosaur skin patterns (rubblings)</p> | <p>Can you make a magnetic crane?</p> | <p>Traditional Tales toilet roll character using different materials Use foam bricks/ sand/lego to build a fairy tale palace</p> | | <p>Build a bug hotel</p> |
| <p>Children in reception can: • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.</p> | | | | | | | |



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2021-22 Planning for Reception

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| Music/EAD | | <p>Nursery Rhymes Listening to and learning familiar songs including nursery rhymes, Happy Birthday song, Hymns, Worship songs, Christmas Carols, Theme tunes, Simple topic based songs</p> <p>Continuous provision: exploring simple percussion</p> | <p>Learning new songs for performance (Christmas).</p> <p>Developing a sense of rhythm and responding to music.</p> | <p>All About Instruments Identify and listen to different instruments</p> <p>Learn how to hold different instruments correctly</p> <p>Using basic instruments we explore what different sounds they can make; play along to the beat of the music; tap out a simple rhythm; change the tempo, pitch and volume.</p> | <p>Performance</p> <p>Moving our bodies to the sound of music - e.g clapping, swaying, stamping our feet, curling and stretching. Repeat movements in a pattern, copy movements, show emotions in our movements.</p> <p>Performing songs; performing musical patterns on instruments and in dance movement to music.</p> |
| | Continuous provision & vocabulary | <p>Weekly....."This week we are listening to..." - Listen to and discuss different types of music Listen to nursery rhymes, songs, kids dance, playing instruments</p> <p>EYFS vocabulary: music, voice, instrument, singing, dancing, pitch (high/low), volume (loud/quiet), tempo, beat, rhythm (slow/fast)</p> | | | |
| <p>Children in reception can:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Watch and talk about dance and performance art, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups. | | | | | |