



RECEPTION LONG TERM PLAN 2021-2022 HOOLE ST MICHAEL

'Achieving Excellence Within The Light of God.'

Growth Mindset	AUTUMN 1 Wonderful Me/Colour	AUTUMN 2 Who is Julia Donaldson?	SPRING 1 Toy Story	SPRING 2 Once Upon A Time	SUMMER 1 Animals	SUMMER 2 Wonderful World/Journeys
Focused weeks	Black History	WW1 Christmas Reading Week - The Snow Queen	Multicultural Week Safer Internet Day	Reading Week	Writing Week	Fit Fortnight
Themes/lines of enquiry/core text	I look like this. Elmer and Wilbur Little Red Riding Hood Alfie's Feet Blue Balloon Mixed Up Chameleon Pumpkin Soup Leaf Man Sulwe	Gruffalo Gruffalo's Child Room on the Broom Stick Man Christmas Stories	To Infinity and beyond with Buzz. Woody and Jessie Week. Dinosaurs and volcanoes	Goldilocks 3 pigs Snow white Gingerbread Man Jack and the Beanstalk	Farm Animals Animals from hot and cold countries Animals under the sea Little Red Hen Going on A Bear Hunt Owl Babies Sharing a Shell Handas Surprise Pete Penguin	Looking at transport and different ways to travel around the world and thinking about transitions to new classes. Naughty Bus Train Ride Anna Hibiscus Song Grandmas Beach
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions and comments and actions when being read to and during whole class discussions and small group interactions.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story time. Make comments about what they have heard and ask questions to clarify their understanding.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past,

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		<p>Hold conversation when engaged in back and forth exchanges with their teachers and peers.</p>	<p>knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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>vocabulary from stories, non-fiction, rhymes and poems when appropriate</p>	<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>
<p>Personal Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others, regulate behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others</p> <p>Give focused attention to what the teacher says.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Be confident to try new activities</p> <p>Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities,</p> <p>Explain the reasons for rules</p> <p>Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities,</p> <p>Explain the reasons for rules</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities,</p> <p>Explain the reasons for rules</p>	<p>Show sensitivity to their own and to others' needs</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving</p>

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					Manage own basic hygiene and personal needs Self-Regulation Managing Self Building Relationships	several ideas or actions Self-Regulation Managing Self Building Relationships
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors etc Gross Motor Skills Fine Motor Skills	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. Develop fine motor skills Gross Motor Skills Fine Motor Skills	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. Gross Motor Skills Fine Motor Skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Gross Motor Skills Fine Motor Skills	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor Skills Fine Motor Skills
PE PASSPORT THEME	Dance - People who Help Us Net Wall skills	Gym - Flight Locomotion	Dance - The Circus Target games	Gym Travelling, Stretching & Curling Object manipulation	Dance (link to animal theme) Target Games	Athletics Strike and Field skills
<p>PE PASSPORT FOR PE SESSIONS</p> <p>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.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>						

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<p>Literacy, comprehension, word reading and writing</p>	<p>Read individual letters by saying the sounds for them. 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. Say a sound for each letter in the alphabet Write recognisable letters, most of which are correctly formed</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 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. Say a sound for each letter in the alphabet Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed.</p>	<p>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. 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. 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</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 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. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 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. 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>
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			<p>knowledge, including some common exception words. 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</p>	<p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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</p>	<p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter</p>	<p>Write simple phrases and sentences that can be read by others.</p>
Phonics	<p>Phase 1/2 <u>Phonics for Reading-</u></p> <p>Phase 1 : Blend cv words orally e.g. at, it, in, up Blend cvc words orally e.g. top, run, bed, rat Phase 1 rhyme and rhythm/alliteration.</p> <p>(Environmental print) Phase 2 : Blend VC using phonemes s,a,t,p,i,n e.g. at, in, is, it Blend CVC words using phonemes ☺ s,a,t,p,i,n e.g. sit, pit, pat, pan, tip ☺ m,d,g,o e.g. dog, mad , gap ☺ Read tricky words the to no go into</p>	<p>Phase 2 <u>Phonics for Reading-</u></p> <p>Phase 2 : Blend CVC words using phonemes taught in Autumn 1 AND ☺ c,k, ck,e,u,r e.g. sock, neck, rock ☺ h, b,f,ff,l,ll,ss e.g. huff, hiss, bill ☺ Recap all Phase 2 ☺ Read tricky words the to no go into</p>	<p>Phase 2/3 <u>Phonics for Reading-</u></p> <p>Phase 3 : Blend CVC words using phonemes taught in Autumn Term AND ☺ j,v, w,x,y,z,zz,qu e.g. buzz, vet, quick ☺ ch, sh, th, ng e.g. chip, shop, this, then, song</p>	<p>Phase 3 <u>Phonics for Reading-</u></p> <p>Phase 3 : Blend CVC words using phonemes taught in Autumn Term and Spring 1 AND ☺ ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good. ☺ ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil ☺ ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower</p>	<p>Phase 3/4 <u>Phonics for Reading-</u></p> <p>Phase 2/ 3 consolidation: Begin Phase 4 : ☺ Blend CVCC e.g. paint, tights, boils, shelf, toast ☺ CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet</p>	<p>Phase 3/4 <u>Phonics for Reading-</u></p> <p>☺ Blend CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phases 2 and 3 e.g. frost, street, scrunch ☺ Blend words with more than one syllable e.g. turnip, sister, cooking</p>

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	<p>Phonics for Writing: Phase 1 :Segment cv words orally e.g. at, it, in, up Segment cvc words orally e.g. top, run, bed, rat Phase 2 : Segment and write/ use magnetic letters VC words using graphemes s,a,t,p,i,n e.g. at, in, is, it Segment and write CVC words using graphemes ☺ s,a,t,p,i,n e.g. sit, pit, pat, pan, tip ☺ m,d,g,o e.g. dog, mad, gap</p>	<p>Phonics for Writing: Phase 2 : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn 1 AND ☺ c,k, ck,e,u,r e.g. sock, neck, rock ☺ h, b,f,ff,l,ll,ss e.g. huff, hiss, bill ☺ Recap all Phase 2</p>	<p>Phonics for Writing: Phase 3 : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term AND ☺ j,v, w,x,y,z,zz,qu e.g buzz, vet, quick ☺ ch, sh, th, ng e.g. chip, shop, this, then, song ☺ Spell tricky words : the to no go into</p>	<p>Phonics for Writing: Phase 3 : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term and Spring 1 AND ☺ ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good. ☺ ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil ☺ ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower ☺ Spell tricky words : the to no go into</p>	<p>Phonics for Writing: Phase 2/ 3 consolidation: Begin Phase 4 : ☺ Segment and write CVCC e.g. paint, tights, boils, shelf, toast ☺ CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet ☺ Spell tricky words he, she, we, me, be was</p>	<p>Phonics for Writing: Phase 2/ 3 consolidation: Begin Phase 4 : ☺ Segment and write CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phases 2 and 3 e.g. frost, street, scrunch ☺ Segment words with more than one syllable e.g. turnip, sister, cooking ☺ Spell tricky words</p>
<p>Maths</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Baseline / Getting to know you! (2 weeks)</p> <p>Opportunities for settling in, introducing areas of provision and getting to know the children including baseline</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>It's Me 1, 2, 3! Unit...continued (2 weeks)</p> <p>Number : Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3</p> <p>Measure, Shape and Spatial Thinking : Circle and triangles Positional language</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Alive in 5! (3 weeks)</p> <p>Number : Introducing Zero Comparing Numbers to 5 Composition of 4 & 5 Measure, Shape and Spatial Thinking : Compare mass Compare capacity</p> <p>Growing 6,7,8</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Building 9 and 10 (3 weeks)</p> <p>Number : 9 & 10 Comparing numbers to 10 Bonds to 10</p> <p>Measure, Shape and Spatial Thinking : 3D shape Pattern (2)</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>To 20 and beyond (3 weeks)</p> <p>Number : Building numbers beyond 10 Counting patterns beyond 10</p> <p>Measure, Shape and Spatial Thinking : Match, rotate, manipulate</p>	<p>WHITE ROSE + NUMBER BLOCKS</p> <p>Find my pattern (3 weeks)</p> <p>Number : Doubling Sharing and grouping, Even and odd</p> <p>Measure, Shape and Spatial Thinking : Visualise and build</p>

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	<p style="text-align: center;"><u>Just like Me! Unit</u> (3 weeks)</p> <p>Number : Match and sort Compare amounts</p> <p>Measure, Shape and Spatial Thinking : Compare size, mass & capacity Exploring pattern</p> <p style="text-align: center;"><u>It's Me 1, 2, 3!</u> <u>Unit...starts</u> (1 week)</p> <p>Number : Representing 1,2 & 3 Comparing 1,2 & 3 Composition of 1,2 & 3</p> <p>Measure, Shape and Spatial Thinking : Circle and triangles Positional language</p>	<p style="text-align: center;"><u>Light and Dark unit</u> (3 weeks)</p> <p>Number : Representing numbers to 5 One more and one less</p> <p>Measure, Shape and Spatial Thinking : Shapes with 4 sides Time</p> <p style="text-align: center;"><u>Consolidation/ Christmas Maths</u> (1 week)</p>	<p>(3 weeks)</p> <p>Number : 6,7 & 8 Making Pairs Combining 2 groups</p> <p>Measure, Shape and Spatial Thinking : Length & Height Time</p>	<p style="text-align: center;"><u>Consolidation</u> (3 weeks)</p>	<p style="text-align: center;"><u>First then now...</u> (3 weeks)</p> <p>Number : Adding more Taking away</p> <p>Measure, Shape and Spatial Thinking : Compose and decompose</p>	<p style="text-align: center;"><u>On the move</u> (3 weeks)</p> <p>Number : Deepening understanding, Patterns and relationships</p> <p>Measure, Shape and Spatial Thinking : Mapping</p> <p style="text-align: center;"><u>Consolidation</u> (2 weeks)</p>
<p>Understanding of the World</p>	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know some similarities and differences between in the past and now. Explore the natural world around them., making observations and drawing</p>	<p>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. Explore the natural world around them.,</p>	<p>Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</p>	<p>Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities Explain similarities and differences between life in this</p>	<p>Explore the natural world around them. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments Understand the important processes and changes in the natural world around</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>

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	<p>pictures of animals and plants. Important changes and Seasons</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>country and life in other countries. Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	
Expressive Art and Design	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with Materials Being imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Creating with Materials Being imaginative</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Creating with Materials Being imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creating with Materials Being imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being imaginative</p>
Music	<p>Charanga - Me! Nursery rhymes and action songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p>	<p>Christmas Nativity Songs Classical piece of music : The Nutcracker by Pyotr Ilyich Tchaikovsky</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their</p>	<p>Charanga - My stories Nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Charanga - Everyone! Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p>	<p>Charanga - Our World Nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Charanga - Big Bear Funk Transition Unit for Year 1 Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song</p>

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	<p>Classical piece of music : https://www.youtube.com/watch?v=LVOcn4JSINw Autumn Jazz!</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p>dances and represent sounds</p>	<p>Classical piece of music: The Planets by <i>Gustav Holst</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p>Classical piece of music: Four Seasons 'Spring' by <i>Vivaldi</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p>Classical piece of music: The Lark ascending by <i>Vaughn Williams</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p>Improvisation using voices and instruments</p> <p>Classical piece of music: Symphony No 5 by <i>Ludwig Beethoven</i>.</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>
<p>Religious Education- Blackburn scheme</p>	<p><u>I am special</u></p> <p>Why do we have friends?</p> <p><i>Harvest-Saying thank you to God at harvest time</i></p> <p>Understanding Christianity - Why is the word <i>God</i> so important?</p>	<p><u>Christmas</u></p> <p>How do we celebrate Jesus' birthday?</p> <p>Understanding Christianity - Why do Christians perform Nativity plays at Christmas?</p>	<p><u>Stories Jesus told</u></p> <p>Why did Jesus tell us stories?</p> <p>Listening to the stories Jesus heard</p>	<p><u>Easter</u></p> <p>Bible story - The Easter story Bible story - The good samaritan</p> <p>Understanding Christianity - Why do Christians put a cross in an Easter garden?</p>	<p><u>Special Places</u></p> <p>Special What makes a place special and holy?</p> <p>What is prayer?</p>	<p><u>Special Times</u></p> <p>How do we celebrate special times?</p>
<p>PSHE -SCARF</p>	<p><u>Scarf for EYFS :Me and My Relationships</u></p> <p>Black History Month October - Sulwe book and Black and White Elmer</p> <p>8th October -Young Minds Day (Hello Yellow)</p> <p>Whole School Focus :Families and Friendships</p>	<p><u>Scarf for EYFS : Growing & Changing</u></p> <p>Anti-bullying week 11th - 14th Nov</p> <p>Road Safety Week 16th - 21st Nov</p> <p>Whole School Focus :Growing and Changing & Respecting Ourselves and others</p>	<p><u>Scarf for EYFS :Valuing Difference</u></p> <p>Safer Internet Day 8th March</p> <p>Whole School Focus: Media & Digital Resilience Safe Relationships</p>	<p><u>Scarf for EYFS :Keeping Myself Safe</u></p> <p>Whole School Focus: Belonging to a Community Linked to Easter and belonging to a Christian Community through RE lessons</p>	<p><u>Scarf for EYFS: Rights and Responsibilities</u></p> <p>Whole School Focus: Keeping Safe</p>	<p><u>Scarf for EYFS: Being My Best</u></p> <p>Whole School Focus: <i>Physical Health & Mental Well-being</i> Fit Fortnight</p> <p><i>Money and Work</i> Money Week 14th - 18th June Young Enterprise Competition</p>

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Extra-Curricular Enrichment	<ul style="list-style-type: none"> • Church -harvest 	<ul style="list-style-type: none"> • Church-Christmas • Theatre company experience 		<ul style="list-style-type: none"> • Church-Easter 	<ul style="list-style-type: none"> • Trip 	
Christian Values / Worship	<p>Christian Value : Generosity</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF - AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>	<p>Christian Values : Creativity</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF -AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>	<p>Christian Values : Worship :</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF -AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF -AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF -AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>	<p>Christian Values:</p> <p>Worship : Mon : In hall Roots & Fruits - JP Tues : Class Worship - Jack in the Box / SCARF -AM Weds : Prayers, Praise & SUMO - SC & LT Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy WATER AID - SH Fri : Celebration - JP</p>
Assessment	<ul style="list-style-type: none"> • Baseline assessments • EY tracker • Moderation 	<ul style="list-style-type: none"> • EY tracker • Pupil Progress • Floorbook input • Moderation 	<ul style="list-style-type: none"> • Floorbook input • Moderation 	<ul style="list-style-type: none"> • Spring tracker • Pupil Progress • Floorbook input • Moderation 	<ul style="list-style-type: none"> • EYFS profile • Floorbook input • Moderation 	<ul style="list-style-type: none"> • Summer data • Reports • Pupil Progress • Year 1 transition meeting

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.