



Willow Class Reception Long Term Planning (2021-2022)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic Title	People who help us	Arctic and Antarctic	Toys	Our world and where we live	Traditional Tales	Growing and Changing	
What if...	...towards respect	...towards hope and joy	...towards hope and joy	...towards seeing the good of others	...towards delighting in God's world	...towards Christian values	
Trips/Events	Police Visit Fire Engine Visit Harvest Festival in Church	Pantomime Nativity Children in Need Christmas Service in Church	Chinese New Year St Patricks Day St David's Day Ash Wednesday Service in Church	Mother's Day assembly Easter Service in Church		Sport's Day	
Festivals & Celebrations	Black History Month	Diwali Hanukkah St Andrew's Day Halloween Remembrance Sunday Anti-Bullying week Children in Need Bonfire night Christmas	Chinese New Year Children's Mental health week Safer internet day Valentine's Day St David's Day Pancake day Ash Wednesday St Patrick's Day Lent	Mother's day Red Nose Day Holi Easter Ramadan	St George's Day Eid al-Fitr (breaking fast) Walk to school week	Father's day Eid al-adha (festival of sacrifice)	
Reception Maths	Just like me! It's me 1,2,3! Light and Dark		Alive in 5! Growing 6, 7, 8 Building 9 & 10		To 20 and beyond First, then, now Find my pattern On the move		
Nursery Maths	Matching and sorting	1, 2, 3	Comparing quantities	Representing numbers to 5	2D & 3D Shape	Subitising	
Literacy	Nursery Phonics	Environmental sounds	Instrumental Sounds	Body percussion	Rhythm and rhyme Alliteration	Voice sounds	Oral blending and segmenting
	Reception Phonics	<b>Phase 2</b> s a t p l n m d g o c k c k e u r h b f l  <b>Is the l</b>	<b>Phase 2</b> ff ll ss j v w x y z zz qu ch sh th ng nk • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -z/ added at the end (bags sings)  <b>put* pull* full* as and has his her go no to into she push* he of we me be</b>	<b>Phase 3</b> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  <b>was you they my by all are sure pure</b>	<b>Phase 3</b> Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end  <b>Review all tricky words taught so far</b>	<b>Phase 4</b> Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words  <b>come love do were here little says there when what one out today</b>	<b>Phase 4</b> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words  <b>Review all tricky words taught so far</b>
	Focus Texts	<b>Each Peach Pear Plum Funny Bones You Choose Gruffalo</b>	<b>Lost and found Going on a bear hunt Stick man Polar Bear, Polar Bear</b>	<b>Old Bear Just Like Jasper Where's My Teddy? The Great Race</b>	<b>On the way home Shhh! (castles) Handa's Surprise</b>	<b>Little Red Hen Gingerbread Man The Enormous Turnip</b>	<b>Mr Gumpy's Outing Hungry Caterpillar Jasper's Beanstalk</b>
Literacy / Physical Development	Handwriting Scribbles randomly on paper Scribbles in different directions (circles and straight lines) Imitates and copies simple shapes Shows preference to a dominant hand	Handwriting Curly caterpillar letters: c o s a Imitates and copies complex shapes Writes over and continues simple patterns Understands the movements associated with writing e.g. up, down, around	Handwriting Curly caterpillar letters: e d g q Ladder letters: f l i t u j y One armed robot letters: r Majority of letters are recognisable, and the majority formed correctly Writes name with the majority of letters formed correctly	Handwriting One armed robot letters: n h m b k p Zig zag monster letters: v w x z Capital Letters: C A All of letters are recognisable and the majority are formed correctly	Handwriting Capital letters: D G Q E S F O L T I Y J Majority of letters sit on a line	Handwriting Capital Letters: R U N B M H P K V W X Z	



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	PE	<b>Personal</b> Works on simple tasks by themselves. Follows instructions and practise safely. Enjoys working on simple tasks with help.	<b>Social</b> Works sensibly with others, taking turns and sharing Plays with others and take turns and share with help.	<b>Cognitive</b> Names some things they are good at. Understands and follows simple rules. Follows simple instructions.	<b>Creative</b> Explores and describe different movements. Observes and copy others.	<b>Physical</b> Performs a small range of skills and link two movements together. Performs a single skill or movement with some control. Moves confidently in different ways.	<b>Health &amp; Fitness</b> Aware of why exercise is important for good health. Aware of the changes to the way I feel when I exercise.
	Computing opportunities (Understanding Technology)	Simple patterns (maths) <b>iFindPatterns</b> <a href="https://www.icompute-uk.com/resources/eyfs/unit-fs-7.html">https://www.icompute-uk.com/resources/eyfs/unit-fs-7.html</a> Games (phonics) <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a>	Dressing teddy (Geography) <b>iCanModel</b> <a href="https://www.icompute-uk.com/resources/eyfs/unit-fs-21a.html">https://www.icompute-uk.com/resources/eyfs/unit-fs-21a.html</a>	e-safety (SCARF)  Shows an awareness of keeping safe online	Making an animation: <b>iMakePixelArt</b>  decoding simple images by colouring pixels	Animating stories: <b>iMakeVideos</b> Stop motion studio (free app) <a href="http://icomp.site/lego-movie-maker">http://icomp.site/lego-movie-maker</a>	Position & direction – Bee Bots <a href="https://www.icompute-uk.com/resources/eyfs/unit-fs-12.html">https://www.icompute-uk.com/resources/eyfs/unit-fs-12.html</a>  Completes simple computer programme
Understanding the World	R.E	F5 Belonging: Who are we and how do we belong? Similarities and differences in our community	F2 Which People are special and why? F4 What times are special and why? <a href="#">UC – Incarnation F2: Why do Christians perform nativity plays at Christmas?</a> Celebrations Artefacts	F1 What stories are special and why? Different beliefs Linking stories and festivals	F2 Which people are special and why? F4 What times are special and why? <a href="#">UC – Salvation F3: Why do Christians put a cross in an Easter garden?</a> Non-fiction books	F6 Our wonderful world: how can we care for living things and the Earth? <a href="#">UC Creation F1: Why is the word 'God' so important to Christians?</a>	F3 What places are special and why? Landmark buildings inc. places of worship
	History	Visual timetables (now and next) Immediate family Historical objects People in the school environment Roles and jobs	Significant personal events Days of the week Celebrations Birthdays Family tree, generations and relations	Weekly timetable (today, tomorrow, yesterday) Historical artefacts Non-fiction books	Special times / events with friends and family Daily routine	Story maps (first, then, after that, finally) Historical artefacts Non-fiction books	Seasons Life cycles (minibeasts, plants) Human life cycle
	Geography	Home Immediate environment (within walking distance)	Natural landscape of a biome (Arctic/Antarctic) Different environments Non-fiction books Globe Imaginary maps Compares focus biome with extreme climate to local climate	Play environments (beach, city, forest) Environmental features (tree, river etc.) Landscapes (photos, books)	England (where we live) Hot and cold countries Comparing biomes Comparing cultures and lifestyles (European) Islands Maps & globes Features of biomes Classifying animals	Local landmark buildings (inc. places of worship) Non-fiction books	Landmark buildings inc. places of worship  Concept of near and far places
	Science	Indoor and outdoor environment around them Senses (sight, hearing, touch, taste, smell)	Freezing and melting Questions and exploring Immediate changes e.g. wind, sun, rain Autumnal changes	Seasonal changes Simple experiments e.g. floating and sinking Predictions Non-fiction books	Simple experiments e.g. sorting (classifying) Animals and their habitats	Selecting scientific resources for a purpose Recording observations	Passing of time: Seasons Life cycles (plants, minibeasts, animals) Human life cycle
Expressive Arts & Design	Music	Celebration Music (Kapow)	Nativity Songs	Exploring Sound (Kapow)	Music and Movement (Kapow)	Musical stories (Kapow)	Big Band (Kapow)
	Art	Giving meaning to marks Large paintbrushes and templates Naming colours Creating shapes in clay Stamping, cutting, printing into clay	Drawing people – heads and legs Simple recognisable representations with paint Colour mixing Using a range of colours Selecting materials to use	Drawings including shapes Drawing details– fingers, arms, tails Smaller paintbrushes Selecting colours for a purpose Collage	Combining shapes in drawings Observational elements in drawings Painting techniques: stamping, printing, colour wash Storing own paintings Keeping paints clean Shades (adding black and white) Textures Marks and texture in dough	Drawing a range of objects – showing detail and observation Choosing painting techniques and resources Knows primary colour mixing Explaining own art work (processes and choices)	
	DT	Creating items of personal interest Large scale simple construction Cutting with scissors	Planning creations based on environment and pictures Scissor skills Glue skills (glue stick)	Explaining plans prior to building Cutting out shapes Building with a range of construction	Creating for a purpose Cutting out shapes more accurately Building with a range of construction	Selecting own resources and fixings Manipulating materials (folding, fringing, twisting)	
Personal, Social & Emotional	SCARF	<b>Me and my Relationships</b> All about me My Special People My Feelings	<b>Valuing Difference</b> Same and Different Different Families and Homes Kindness and Caring	<b>Keeping Myself Safe</b> Keeping My Body Safe Listening to my Feelings People who Help Keep me Safe Looking after Myself and my Friends	<b>Rights &amp; Responsibilities</b> Caring for my environment Looking after Money	<b>Being My Best</b> Bouncing Back Healthy eating Exercise and Sleep	<b>Growing &amp; Changing</b> Change Life Stages Changing bodies