**Reception Long Term Plan 2022-2023**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic/Theme** | **Life Around Me and Around the World** | **Seasons** | **Plants and Growth** | **Animals and Life Cycles** | **Past and Present** | **Holidays and Seaside** |
| **Whole EYFS Focus**  *C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSHE, stories, singing and speech and language interventions.* | Welcome to EYFS  Settling in Activities  Making Friends  Nursery Rhymes  Modelling Language | Weather / Seasons  Bonfire Night / Fire Safety | Plants & Flowers  Planting seeds  Life cycles of plants  How can we look after our Earth? | Life cycles of butterflies, frogs and hens  Animals around the world  Climates  Hibernation  Minibeasts  Animal Arts and crafts  Animal patterns  Happy Habitats | Chronology of their lives.  Change over time  Toys from the past and present | Who lives under the sea?  Holiday clothes and packing.  Where in the world shall we go?  Send me a postcard!  Marine life |
| **Big Question** | *Why am I special?* | *How can the weather change?* | *How does a plant grow?* | *How do we help minibeasts in our garden?* | *How do things change?* | *What creatures can live under the sea?* |
| **Experiences Days** | Transition  PSCO talk on staying safe in our local area  Local Area Map | Tiny Tales Visit (Seasons)  PSCO talk on Bonfire Safety  Autumn walk | Garden Centre Visit  Planting seeds | Farm Trip | Teddy Bear Picnic  Baking | Tropical World Visit |

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| **British Values** | **Mutual Respect**  We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. | **Mutual Tolerance**  Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith | **Rule of Law**  We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary | **Individual Liberty**    We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. | **Democracy**  We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | **Recap All**  Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| **RE** | Gods’ World | Gods’ Family | Getting to know Jesus | Joy and Sorrow | New Life | The Church |
| ***UTW Link*** | *- Talk about members of their immediate family and community.*  *- Understand that some places are special to members of their community.*  *- Recognise that people have different beliefs and celebrate special times in different ways.* | | | | | |
| **Maths** | Getting to Know Me  Just Like Me | It’s Me 1,2,3  Light and Dark | Alive in 5!  Growing 6,7,8 | Building 9 & 10  Consolidation | To 20 and Beyond  First, Then, Now | Find My Pattern  On the Move |
| **Literacy** | Introduce Set 1 RWI Sounds  (3 sounds per week)  Letter formation practice  Name writing practice | A Thing Called Snow  RWI in assessed groups | Jasper’s Beanstalk  RWI in assessed groups | The Very Hungry Caterpillar  RWI in assessed groups | Stanley’s Stick  RWI in assessed groups | Flat Stanley  RWI in assessed groups |
| **Science** | **Senses**: what can children see, hear and feel on the local walk and in our immediate environment? | **Seasons**: What do each of the four seasons look like? Link back to senses. | **Plants / Life Cycles / Caring for plants and their environment** | **Animals / Life Cycles / Caring for living things and the environment** | **Changes of state over time.**  **How toys work – now and then.** | **Link to materials –** different types of rocks, shells and pebbles from the beach.  **Link to forces –** how the water pushes up when you push a plastic boat under. |
| ***UTW Link*** | *- Explore the natural world around them.*  *- Describe what they see, hear and feel whilst outside.*  *- Talk about what they see, using a wide vocabulary.* | *- Understand the effect of changing seasons on the natural world around them.*  *- Explore the natural world around them.*  *- Talk about what they see, using a wide vocabulary.* | *- Plant seeds and care for growing plants.*  *- Understand the key features of the life cycle of a plant.*  *- Begin to understand the need to respect and care for the natural environment and all living things.*  *- Talk about what they see, using a wide vocabulary.* | *- Understand the key features of the life cycle of an animal.*  *- Begin to understand the need to respect and care for the natural environment and all living things.*  *- Talk about what they see, using a wide vocabulary.* | *- Talk about the differences between materials and changes they notice.*  *- Explore how things work.*  *- Talk about what they see, using a wide vocabulary.* | *- Explore and talk about different forces they can feel.*  *- Use all their senses in hands-on exploration of natural materials.*  *Explore collections of materials with similar and/or different properties.*  *- Talk about what they see, using a wide vocabulary.* |
| **Geography** | **Exploring the local area around school.** | **Weather: the four seasons – how they differ in countries around the world.** | **Looking at a world map.** | |  | **Holiday destinations around the world.** |
| ***UTW Link*** | *- Draw information from a simple map.*  *- Recognise some similarities and differences between life in this country and life in other countries.* | *- Recognise some similarities and differences between life in this country and life in other countries.* | *- Draw information from a simple map.*  *- Recognise some environments that are different from the one in which they live.* | |  | *- Recognise some environments that are different from the one in which they live.* |
| **History** | **Family life – where have their families originated from?** |  |  |  | **Changes over the years – past to present.** | **How have seaside resorts changed over the years?** |
| ***UTW Link*** | *- Begin to make sense of their own life-story and family’s history.*  *- Comment on images of familiar situations in the past.* | | | | | |
| **PSHE** | New Beginnings | Getting on and Falling Out | Say No to Bullying | Going for Gold | Relationships | Good to be Me /  Changes |
| **Computing** | We have confidence  We can take turns  We can listen | We can observe  We are healthy  We are designers | We can blog  We are healthy  We are community members | We are creative  We can exercise  We are shape makers | We can drive  We can count  We can blog | We are filmmakers  We can understand messages  We are game players |
| **Role Play** | Café  GP Surgery | Igloo  Santa’s Grotto | Gardening Centre  Garden Shed | Vet /  Animal Hospital | Shop | Underwater  Submarine |