

Year R 2021-2022 Long Term Plan		Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
Topic Titles		Super Me	Once Upon a Time/Celebrations	Who helps us?	Dinosaur Roar	What can grow? Down on the Farm	Me and My Body (3 weeks) At the seaside (4 weeks)
Prime Areas	Personal, Social and Emotional Development Self-regulation. Managing Self. Building Relationships.	Getting to know one another Who we are, our families and carers, our interests and why we are all unique and special. Rules, routines and boundaries and establishing key worker groups. Making friends. Building confidence. Naming and awareness of emotions Links to RE - Creation topic	Resilience, kindness, helping one another, problem solving and working as a team. Rules and boundaries reinforced. Discuss feelings and making good choices Sharing and turn taking activities Develop ability to independently choose and select resources for activities. Naming and awareness of emotions Links to RE - Prayers, Saints and Feasts and Advent topics	Initiating conversation, friendships and extending play ideas. Learning in pairs and small groups- listening and taking account of other people's feelings and opinions Asking appropriate questions of others. Children to reinforce good choices and show understanding of rules and boundaries. Developing strategies to manage emotions. Links to RE - Revelation Topic	Children can describe themselves in positive ways and talk about what they are good at. Children to talk about home and where they live. Further develop asking appropriate questions to extend and enhance knowledge. Developing strategies to manage emotions, re-inforce with constant use of visuals in classroom. Links to RE - Lent Topic	Children play co-operatively, taking turns with others. Discuss feelings when co-operation is difficult and strategies to overcome this. Talk about living things and what they need to grow well. Children will set up and manage a growing area They take account of one another's ideas about how to organize activity Developing awareness of emotions and feelings of others. Links to RE – Easter and Pentecost Topics	Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before? Transition to Year 1- discuss feelings around change. Developing awareness of emotions and feelings of others. To develop ability to play games with rules- to explain rules to peers/adults Links to RE – Sacraments Topic
	Physical Development (including PE curriculum) Gross Motor Skills. Fine Motor Skills.	Lots of fine motor skills activities to improve finger skills and strength to help with pencil skills, including daily dough disco to music. Games in hall/ outside to improve and practise balance and coordination. Lots of large out door games and activities for gross motor skills and group cooperation. Managing own self-care	Fine motor skills to include handwriting- own name and phase 2 letters words Introduction to woodwork tools in small groups with MW. Daily dough disco. Building core body and shoulder strength with new basketball net and swingball.	Looking after ourselves: Diet, Hygiene including dental care. Emergency situations. (who will help us) Learn about the importance of keeping the body healthy through exercise/what happens to our body when we exercise.	Small manipulation- Developing skills when using tools to make things-Scissors, staplers, saws, hand drills. Small group wood working with MW.	Gross Motor; Balancing and climbing. Imaginative body movements Obstacle courses Accurate throwing Fine motor- Safe handling of tools; woodwork, scissors, Healthy Diet- linked to growing topic	Improve design and making skills; planning and making a musical instrument. Running, skipping, moving in different ways. Throwing catching, balancing skills
	Communication and Language Listening, Attention and Understanding. Speaking.	Taking turns to speak and listen. Circle time in key worker groups/whole class. Sharing stories, re-telling. Mark making and writing opportunities.	Open ended questions. Circle time for smaller group discussions. Children using their imaginations through small world scenarios. Investigating stories. Mark making and	Children to understand and use how and why questions, link to topic. Circle time. Explore the different roles people have and talk about them. Mark making and writing opportunities in small	Children will follow direction without support and carry out classroom jobs Children will share their ideas through role play and extend play. Mark making and writing opportunities.	Children will use topic books to retell stories to the class. Think about the story and build upon this through role play, developing their own narratives.	Children will problem solve using language and reasoning: as they discuss the school trip and how we are going to get there. Children will be encouraged to question how and why and find a solution.

			writing opportunities in all areas, indoors and outdoors.	world and role play provisions.	Opportunities to speak to small groups and whole class about own life experiences and share knowledge understanding eg talk about my favourite dinosaur. Discuss audience- what do my friends want to know? Continue to develop how and why questions.	They will use language linked to growing and share their ideas. Can children recall and discuss events that they have experienced in their own life? Begin to show awareness of audience. Mark making and writing opportunities in all areas	Children to reflect upon their own development during Reception year- Now I can.... Mark making and writing opportunities in all areas.
Specific Areas	Literacy Comprehension. Word Reading. Writing.	Phonics Phase 1 and 2 letters and sounds Stories and poems about starting school/ new experiences Nursery Rhymes/Traditional stories/Fairy Tales Recognizing and writing own name and phase 2 graphemes	Phase 2 letters and sounds and phase 2 consolidation. Fairy tales/ Christmas stories Writing -own name and phase 2 graphemes and words. Lots of opportunities for writing outdoors in different ways and using new writing tool belts.	Phase 3 letters and sounds Stories, poems and non-fiction about people who help us- key texts- The Jolly Postman, Burglar Bill, Fireman Sam, Topsy and Tim books where appropriate. People who help us books Writing- phase 3 graphemes and words	Phase 3 letters and sounds consolidation. Stories, poems and non-fiction about dinosaurs- Dinosaur Roar, Harry and his Bucketful of dinosaurs Writing phase 3 graphemes and words, beginning to write sentences	Phase 4 letters and sounds Stories, poems and non-fiction about plants and growing, farms and farming- key texts- How to grow a Sunflower, Farmer Duck, The Tiny Seed. Writing- Phase 4 words and simple sentences	Phase 4 letters and sounds and consolidation of all phases Stories, poems and non-fiction about the sea- key texts. The Lighthouse Keeper's Lunch, Rainbow Fish, Tiddler etc Writing- sentences and stories
	Mathematics Number. Numerical patterns.	Initial three weeks to be spent on Baseline Assessment, as per WRM. Followed by three week block on matching, sorting, comparing, ordering with lots of practical activities indoors and outdoors. Counting songs and rhymes and use of mathematical language modelled.	WRM It's Me, 1,2,3! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles Spatial awareness Numbers to 5 One more/one less Shapes with 4 sides Night and Day Time/ordinal language	WRM Block 4 and 7- Numbers Addition and Subtraction to 10 3weeks WRM Block 8 - SSM 3D shape, patterns, 2 weeks WRM Block 9- SSM Time 1 week	WRM Block 6- SSM Size, Weight 2 weeks WRM Block 4 and 7- Numbers Addition and Subtraction to 10 2 weeks WRM Block 10- Numbers counting and recognition to 20 2 weeks	WRM Block 11- Numbers Addition and Subtraction to 20 2 weeks WRM Block 12- Numbers Doubling, Halving and Sharing 1 week	WRM Block 12- Numbers Doubling, Halving and Sharing continued from previous half term 2 weeks WRM Block 13- Position and Distance WRM Block 6- SSM Capacity 1 week
	Understanding the World Past and Present. People, Culture and Communities. The Natural World.	Get to know their new environment and learn the new expectations and routines. Get to know the whole school as a special community that they belong to. Learn the different roles of all the people in school. Share news about their interests and families/key people at key worker times. Technology: Learn to use the class computer	Special times and events. Family customs and traditions at home and around the world. (Christmas and Diwali) Cooking and tasting. (Diwali sweets) Technology: Bee bots- completing a simple program Seasonal Changes: Talk about Winter	Shows interest in different occupations and ways of life. Learn more about the role of emergency services. Technology: class computer, bee bot, ipad, cameras Seasonal Changes: moving into Spring	Dinosaurs. To begin to learn about similarities and differences amongst dinosaurs and between dinosaurs and modern day animals To begin to learn about different climates and wildlife To begin to understand some differences between prehistoric times and modern life	What grows in our garden? What can we grow for food? How is food grown on a farm? To begin to learn about the job of a farmer and the different animals on a farm. Farms in different countries Comparing countryside and town	To observe features of the outdoor environment Technology: to continue to develop ability to select appropriate technology to enhance/record learning Seasonal Changes: talk about Summer Compare seaside in the past and now

		Seasonal Changes: Talk about Autumn			Seasonal Changes: talk about Spring To observe in detail features of the outdoor environment. Compare Osborne house to their home and school Technology: magnifiers/ microscopes, ipdad, computers	Technology: to begin to select appropriate technology to enhance/record learning Seasonal Changes: moving into Summer.	Develop understanding of parts of their bodies, importance of exercise and activities. Changes in sports and exercise now and then. To find out about the Island games			
	Expressive Arts and Design Creating with Materials. Being Imaginative and Expressive.	Imaginative play and talk in the home corner and in different role play scenarios, eg. Builder's area outside. Introduce and model workshop and painting area, including correct use of equipment and tidying up. Paint representational pictures looking carefully at correct colours and shapes e.g. own self/family Autumn pictures/models.	Learn correct use of tools for modelling with junk or wood. Using clay Models and pictures relating to stories Role-play stories with puppets Winter pictures/models Music Express (to introduce)	Making models/pictures out of different materials Creating models/pictures to represent things we have seen on our visits Imaginative role play - people who help us (emergency services) Draw simple maps and plans of local area. Music Express	Observational drawing/painting of dinosaurs Clay models Woodwork Creating dinosaur music/dance Imaginative role play- dinosaur expedition/ making dinosaur costumes Spring pictures/models Music Express	Design and making for a purpose- planter/birdboxes for the garden Imaginative small world play - farms Music Express More complex ways of joining materials in workshop area.	Create sound effects to illustrate stories. Create own sequence of movements/dance/sounds Respond through movement/discussion to different sounds/music Summer pictures/models Pictures/models using natural materials from visits			
Diocesan Curriculum 'God Matters'	Religious Education	Creation Topic Know key elements of the creation story and that it comes from the Bible. We have to look after God's world and look after ourselves because God made us and loves us. (Stewardship) We learn about God through stories Jesus told and grow closer to God through prayer.	Prayers, Saints and Feasts Topic There are different ways of showing love for other people. Jesus invited men and women to be his disciples and follow him. Jesus showed that he cared for us with special signs (miracles).	Advent Topic Advent is a special time of prayer. Each Sunday during Advent takes us closer to the celebration of the birth of Jesus. The Son in the Sign of the Cross is Jesus. Christmas Topic Know key elements of the Christmas story. We remember the birth of Jesus at Christmas.	Revelation Topic What a priest does and that we gather in church on Sunday to give praise and thanks to God. As members of the parish community, we follow Jesus by showing love and care to others. The story of the feeding of the five thousand shows how Jesus cares for us.	Lent Topic Lent is a special time when we try to be like Jesus and it begins on Ash Wednesday. Lent is a special time for prayer and that prayer helps us to get ready for Easter. God has given us special gifts which we use during Lent to help us to get ready for Easter.	Holy Week Topic Know key elements of the events of Holy Week.	Easter We remember Jesus at Easter time. There are special words we use to praise Jesus at Easter. We have special signs and colours that remind us of the Easter message.	Pentecost Recognise the story of Pentecost. Using the vocabulary of Pentecost. Talking about experiences that have made them happy or sad.	Sacraments Recognise the story of Presentation of Jesus, Zacchaeus, Feeding of 5000, Pentecost, Wedding Feast of Cana, Calling of Disciples, Cure of the Blind Man. Recognise some of the signs and symbols of sacraments. We pray and say thank you to God. Talk about their own experiences of Sacraments.
	C.A.R.E.S	Developing confidence in new situations	Resilience in the face of challenges	Enquiring about the world around us	Enquiring about the world around us	Aspirational- reflection on what has been achieved – what should we aim for?	Aspirational- reflection on what has been achieved – what should we aim for?			

	Curriculum Trips		Osborne House (bulb planting)	Possible visitors- police, paramedic, nurse, all subject to Covid	Osborne House (bulb viewing) Fossil Hunt/Dinosaur Isle	Ventnor Farm/ Agricultural show (Covid dependant)	Lifeboat Station/ Beach visit Possible coastguard visitor Possible sports person visitor
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