

Ryhall CE Academy

Long Term Plan – Belvoir Class (Reception) 2021-22

Characteristics of Effective Learning drive the curriculum, and are thread through every strand.

We used the children's interests to help inform our planning of each of these different units and activities may change to reflect the children's input.

Themes	We are all Different	Fairy tales	Frost, Snow & Ice	Super Heroes	Growing	Journeys
Terms	Autumn Term 1 (7 weeks)	Autumn term 2 (7 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (7 weeks)
National & whole school events	MacMillan Coffee Morning Black History Month	Anti-Bullying Week	Martin Luther King Day Children's mental Health Week	World Book Day British Science week Fairtrade Fortnight International Women's Day World Maths Day British Science week	Christian Aid Week National Walking Month	Children's Art week Global Day of Parents
Parental involvement	Parent/Teacher Consultations Phonics for Parents Tapestry challenge – phonics and writing skills	Nativity play Tapestry challenge – Board game for Christmas	Parent/Teacher Consultations Tapestry Challenge-Record your wintery walk-what do you see?	Tapestry Challenge-Do a litter pick, make a litter poster.	Gardening day for parents Tapestry challenge-Show your adult how to plant a seed and how to look after it.	School trip – Nene Valley Railway (TBC) End of Year Report
Whole school RE & RE Topics	Harvest Festival F4 Being Special: where do we belong?	Remembrance Diwali Christingle F2 Why do Christians perform nativity plays?	F6 What times/stories are special and why?	Easter; Shrove Tuesday, Lent, Ash Wednesday. F3 Why do Christians put a cross in an Easter garden?	Ramadan begins F1 Why is the word God so important?	F5 What places are special and why?
Key Texts/Book Spines	The Invisible String The Many Colours of Harpeet Singh All are Welcome Once There Were Giants	Little Red Riding Hood Rapunzel Hansel & Gretal The First Christmas Hansel & Gretal – Bethan Woolvin	My Penguin Osbert Lost and Found Big Bear, Little Bear The Great Explorer	Supertato George Saves the World by Lunchtime 10 Things I Can Do to Help My World Good News! It's Easter!	Christopher Nibbles Christopher Nibbles-Caterpillars Bee, Nature's Tiny Miracle Baby Goes to Market	The Train Ride Emma Jane's Aeroplane Toy Boat The Hundred Decker Bus

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	The Colour Monster Grandpa's Gift When Grandma Gives you a Lemon Tree You Choose	Little Red – Bethan Woolvin Rapunzel – Bethan Woolvin	My Penguin Osbert in Love Polar Bear poems Immi Don't Wake the Yeti! Jack Frost Ice Trap	Meet the Oceans- Bethan Woolvin Supertato, Veggies Assemble Wangari's Trees of Peace Somebody Swallowed Stanley!	Oliver's Vegetables Oliver's Fruit Salad From Seed to Sunflower The Global Garden Handa's Surprise The Very Hungry Caterpillar Mad about Minibeasts Flight of the Bee What Bug am I? Funny Bums, Freaky Beaks	A Journey Through Transport Oi! Get Off our Train The Runaway Train The Great Balloon Hullabaloo
	Other Traditional Stories and Nursery Rhymes are woven throughout the year.					
Phonics (see phonics plan for detail)	RWI SS1:	RWI SS1:	RWI SS1:	RWI SS2:	RWI SS2:	RWI SS2:
Writing Progression	Develop meaning for marks. Explore mark-making in different areas of the provision. Write circles, lines, symbols and letter-like shapes. Write own name. Begin to hold a pencil correctly. Begin to form set 1 letters. Write initial sounds and some obvious sounds in words.		Write set 1 and some set 2 sounds. Hold a pencil with more control. Write CVC words independently. Use phonic knowledge to attempt to write meaningful context. Write labels. Lists and messages. Begin to write a modelled sentence.		Form most letters correctly, including capital letters. Write in simple sentences. Orally rehearse a sentence. Re-read own writing aloud to an adult. Use a full stop.	
<p>Literacy is woven through our Continuous Provision.</p> <p>There are daily opportunities for children to:</p> <p>Apply phonic knowledge to reading and writing in a range of contexts Read and write Red and Green words Read around the environment to support their learning Write for a purpose</p>						
	Autumn Term		Spring Term		Summer Term	
Maths White Rose Maths	Getting to Know You: Opportunities for settling in, introducing the areas of provision and getting to know the children.		Alive in 5! Introducing zero, comparing numbers to 5, composition of 4 & 5. Compare mass & Capacity.		To 20 and Beyond: Building numbers beyond 10, counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate.	

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	<p>Key Times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language.</p> <p>Just Like Mel: Match and sort, Compare amounts. Compare size, mass & capacity, exploring pattern.</p> <p>It's Me 1 2 3!: Representing, comparing and composition of 1,2 & 3. Circles and triangles, positional language.</p> <p>Light and Dark: Representing numbers to 5, one more and less. Shapes with 4 sides, time.</p>	<p>Growing 6,7,8: 6, 7 & 8, making pairs, Combining 2 groups. Length & height, time.</p> <p>Building 9 & 10: 9 & 10, comparing numbers to 10, bonds to 10. 3D shapes, pattern.</p>	<p>First Then Now: Adding more, taking away. Spatial reasoning, compare and decompose.</p> <p>Find My Pattern: Doubling, sharing & grouping, even and odd. Spatial reasoning, visualise and build.</p> <p>On The Move: Deepening understanding, patterns and relationships. Spatial reasoning, mapping.</p>
<p>All learning is based on The 5 Principles of Counting, taught specifically and woven through our Continuous Provision.</p> <p>There are daily opportunities for children to:</p> <p style="padding-left: 40px;">Develop the five counting principles</p> <p style="padding-left: 40px;">One to one, stable order, cardinal, abstraction and order-irrelevance principles</p> <p style="padding-left: 40px;">Count forwards and backwards</p> <p style="padding-left: 40px;">Use numbers, measure and shape in their play</p>			
<p>Communication and Language Development</p>	<p>Listens to others in 1 to 1 or small groups. Listens to stories with increasing attention. Talk about a story and answer questions about a familiar story. Is able to follow simple instructions. Can focus attention and still listen and do. Can join in with repeated refrains and anticipate key events. Is beginning to use more complex sentences, using and, because. Is able to use language to recall a past experience/event. Talks more extensively about things that are of importance to them. Develop talk partners.</p>	<p>Further develop listening skills in small and large groups, body language and without interrupting. Listen and enjoy a range of books. Retell familiar stories. Focus attention for longer periods of time. Shows variability in listening behaviour; may move around/fiddle but still be listening or sit still but not be absorbed by an activity. Can retell a past event in the correct order. Begin to use a range of tenses (e.g. play/playing, will play, played) Builds up vocabulary that reflects their experiences.</p>	<p>Hold a two-way conversation, respectfully taking turns to talk. Listen and respond appropriately during discussions. Take turns to speak using some clarity in a larger group using tenses correctly. Introduces a storyline or narrative into their play. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Extends vocabulary, exploring the meaning and sounds of new words.</p>

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All learning is based on Communication and Language Development, taught specifically and woven through our Continuous Provision.

There are daily opportunities for children to:

- Listen to, join in and talk about stories
- Responds appropriately to how and why questions
- Engage in story-telling through small-world and role play activities with their peers
- Interact with peers in child-led and collaborative learning
- Take part in small group and whole class learning
- Follow a class story or have stories told to them
- Follow increasingly complex instructions and work independently

Personal, Social and Emotional Development	<p>Begin to manage feelings and talk about feelings using words such as 'happy', 'sad', 'angry'.</p> <p>Can respond to the feelings of others.</p> <p>Choose where to put self-register name and say why.</p> <p>Come into school independently, building relationships with adults.</p> <p>Begin to develop friendships, take turns and negotiate with support.</p> <p>Use the toilet and wash hands independently.</p> <p>Identify when hungry or thirsty and accessing snacks and water.</p> <p>Talk about other ways to keep healthy.</p> <p>Access the provision independently and 'choose it, use it, put it away'.</p> <p>Approach changes to the day, new people and new experiences with growing confidence.</p> <p>Seeks out others to share experiences with.</p> <p>Uses their experiences of adult behaviour to guide their social relationships and interactions.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Is becoming more aware of similarities and differences between themselves and others.</p>	<p>Manage own personal hygiene and talk about healthy practices.</p> <p>Continue to develop strong friendships and close relationships with adults.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions.</p> <p>Show increasing consideration of other people's needs and feelings.</p> <p>Is able to recognise the impact of their choices and behaviours/actions on others.</p> <p>Tolerates waiting.</p> <p>Show understanding of school behaviour expectations and values.</p> <p>Practices skills of assertion, negotiation and compromise, looks to an adult to help resolve conflicts.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join other's play.</p>	<p>Have secure friendships and positive relationships with adults.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people.</p> <p>Follow expectations in school and talk about why this is important.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with others by negotiating and finding a compromise, sometimes with the help of an adult.</p> <p>Is proactive in seeking adult support and is able to articulate their wants and needs.</p> <p>Carry out plans to reach a goal.</p> <p>Show high levels of independence, resilience and perseverance.</p> <p>Is aware of behavioural expectations and is sensitive to ideas of justice and fairness.</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>Manage own hygiene own hygiene and talk about ways to stay/become healthier.</p>
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Personal, Social and Emotional Development drives the curriculum and is thread through every strand.

There are daily opportunities for children to:

- Engage in child led play with adults observing and participating
- Discuss in talk partners
- Work independently with the knowledge that an adult will support them if needed
- Respond to visual prompts and reminders to support their understanding of the rules

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Make choices, collaborate and co-operate in their learning
 Work independently with peers in pairs or small groups to complete a task
 Speak in small groups and to the class
 Evaluate their work

<p>Physical Development/PE</p>	<p>Create marks on a large and small scale Beginning to use a dominant hand Dresses with help e.g. puts arms into open fronted coat or shirt, pulls up own trousers, pulls up a zipper once it is fastened at the bottom, puts on own wellies. Use some wheeled toys with spatial awareness. Begin to mould malleable materials with developing finger strength, pinch, poke, roll, ball, squeeze. Beginning to use a pencil with correct hold, some control and accuracy Can grasp and release with two hands to throw and catch a large ball, beanbag or object. Uses a range of tools and equipment in one hand, e.g. paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Show some awareness of how to stay safe and healthy. Can wash and dry own hands effectively and understands why this is important. Gains more bowel and bladder control and can attend to their own toileting needs most of the time. Oral health.</p> <p>PE Ball games Music and movement Fundamental movement skills</p>	<p>Hold a pencil with control and attempt to form most of set 1 letters. Do up some fastenings. Use scissors to cut along guidelines, moving the paper appropriately. Mould malleable materials with developing finger strength, pinch, poke, roll, ball, squeeze. Develop correct hold and use of cutlery. Chooses to move in a range of ways, moving freely and with confidence. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Jumps off objects and lands appropriately. Negotiates space successfully e.g. when playing racing or chasing games, can adjust speed or change direction to avoid obstacles. Describes physical changes to the body that can occur e.g. when feeling unwell, anxious, tired, angry or sad. Has bowel and bladder control and can attend to their own toileting needs.</p> <p>PE Yoga Gymnastics Playground Games Multi Skills</p>	<p>Forms most letters correctly. Can do up buttons. Good control and co-ordination in large and small movement. Hold a balance. Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Understand the importance for physical exercise, healthy diet and talks about different ways to keep healthy and safe. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risks of a physical experience. Is usually dry and clean during the day.</p> <p>PE Dance Sports day skills Multi skills</p>
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Gross and Fine motor skills are thread through every strand.

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Daily opportunities for children to:

Take part in a daily physical activity i.e. run a mile, 5min work out & Go noodle, Dough disco/Pen disco
 Write their first name
 Access fine and gross motor activities
 Access creative activities
 Use a range of tools in different contexts

Understanding the World	<p>Learns that they have similarities and differences that connect them to, and distinguish them from others. Shows an interest in the lives of people that are familiar to them. Enjoys joining in with family customs and routines. Use pictures and books to talk about different places and the past. Begin to find out about different cultures and religions. Engage in practical activities to find out how things work. can talk about things they have observed such as plants, animals, natural and found objects. Enjoys playing with small world reconstructions, building on first hand experiences e.g. roles of different people in society, visiting farms, garages, train tracks, rivers or lakes. Recognise some simple features on a map. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Remembers and talks about significant events in their own experiences. Observe animals and the natural world. Plant seeds, care for them and talk about the process. Begins to compare our local environment to a different environment. Recognise and talk about the past using books and pictures. Talks about why things happen and how things work. Begin to understand the effect their behaviour can have on the environment. Shows an interest in different cultures and religions, recognising similarities and differences. Describe and talk about environments using some knowledge of maps. Begin to understand the effect of winter/spring on the world around them. Shows interest in different occupations and ways of life indoors and outdoors.</p>	<p>Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Begins to compare different ways to travel now and in the past. Recognise and talk about the past using books and pictures. Looks closely at similarities, differences, patterns and change in nature. Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary. Makes observations of animals, plants, machinery and explains why some things occur, and talks about changes.</p>
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Understanding the World is woven through our Continuous Provision.

There are daily opportunities for children to:

Talk in talk partners
 Share with the class experiences they have had with their family and friends or are going to do in future
 Change the calendar and weather chart
 Use the class library to compare the present and past
 Explore the outside area and wild garden with an adult
 Share with the class observations they have made
 Use the globes or maps in the classroom
 Create/record their own maps and observations

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<p>Expressive Arts and Design</p>	<p>Sings familiar songs and to self. Enjoys joining in with moving, dancing and ring games. Uses movement and sounds to express experiences, expertise, ideas and feelings. Explores how sounds and movements can be changed. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys playing with colour in a variety of ways, e.g. combining colours. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p>Charanga – Me!/My Stories</p>	<p>Develops an understanding of how to create and use sounds intentionally. Experiments and creates movement in response to music, stories and ideas. Creates sounds, movements, drawings to accompany stories. Engages in imaginative play based on own ideas or first-hand experiences. Uses available resources to create props or creates imaginary ones to support play. Plays with other children who are engaged in the same theme. Creates representations of both imaginary and real-life ideas, events, people and objects. Charanga –Everyone/Our World</p>	<p>Begins to build a collection of songs and dances. Makes music in a range of ways. Uses their increased knowledge and understanding of tools and materials to explore their interests and develop their thinking. Develops their own ideas through experimentation with materials e.g. loose parts, watercolours, powder paint, to express their discoveries and understanding. Expresses their feelings and understandings using a range of art forms e.g. movement, dance, drama, music and visual arts. Charanga –Big Bear Funk/Reflect, Rewind and Replay.</p>
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Expressive Arts and Design is woven through our continuous provision.

Daily opportunities for children to:

- Access musical instruments indoors and out
- Singing and listening to music
- Create pictures using a range of accessible materials and resources
- Create models using junk, blocks, knex, lego and larger materials construction kits outside
- Deconstructed role play
- Access movable craft trolley
- Use various materials for dressing up/role play
- Puppet theatre