

# Heathcote Primary School – Long Term Plan 2021/2022 – Reception

Autumn 1 WILL YOU BE MY FRIEND? 	Autumn 2 STARRY NIGHT 	Spring 1 BRR IT'S COLD OUTSIDE! 	Spring 2 WILL YOU TELL ME A STORY? 	Summer 1 ARE WE THERE YET? 	Summer 2 MAGICAL GARDEN 
Significant events	Significant events	Significant events <i>Women in history month- Juniko Tabei</i>	Significant events <i>Shakespeare week</i>	Significant events	Significant events <i>Queen's Jubilee</i>
<i>Super Starter:</i> Meeting new friends!	<i>Super Starter:</i> PJ day with hot choc and bedtime story.	<i>Super Starter:</i> Snowball fight	<i>Super Starter:</i> Fairy Tale dress up day	<i>Super Starter:</i> Ridley's coach talk	<i>Super Starter:</i> Minibeast hunt
<i>Key Texts:</i> The Colour Monster Lost & Found Sharing a Shell Elmer Funnybones Winnie the Witch	<i>Key Texts:</i> Peace at Last Owl Babies Whatever Next! How to catch a star Jolly Christmas Postman Aliens Love Panties Claus	<i>Key Texts:</i> The Gruffalo's Child Over and under the snow Winnie in Winter Blue Penguin	<i>Key Texts:</i> Jack & the beanstalk The Three Little Pigs The Gingerbread Man Three Billy Goats Gruff	<i>Key Texts:</i> The Naughty Bus The Train Ride The Journey The Hundred Decker Bus Topsy and Tim go on an Aeroplane	<i>Key Texts:</i> Superworm The Crunching Munching Caterpillar The Very Hungry Caterpillar Mad About Minibeasts The Bad Tempered Ladybird
<i>PSED</i> Settling in Making friends To be confident when making new friends. To describe how we feel and why we feel that way. To share with other children. Understanding school/classroom rules and responsibilities <i>Music- Randy Newman You've got a friend in me. (Toy Story)</i>  <i>Understand different emotions using the text - The Colour Monster</i>	<i>PSED</i> To form positive relationships with other children when working together. To develop ways to solve problems when they arise. To recognise what makes us unique. Protective Behaviours Anti-bullying  <i>Understand different emotions using the text - The Colour Monster</i>	<i>PSED</i> To express their feelings and to consider the feelings of others. Begin to think about the perspectives of others. <i>Understand different emotions using the text - The Colour Monster</i>	<i>PSED</i> To share ideas about how we can help others and show that we care. To develop ways to solve problems. To explore feelings and experiences that make us feel certain emotions. Yoimojis - Pip (brave), Peep (curious)  <i>Understand different emotions using the text - The Colour Monster</i>	<i>PSED</i> To learn about road safety rules and look at the important clothing people have to wear when travelling on certain modes of transport. Yoimojis - Fizz (kind), Chomp (patient)  <i>Understand different emotions using the text - The Colour Monster</i>	<i>PSED</i> To talk about changes and prepare ourselves for the big transition of getting ready for Year 1! RSE - My Feelings, Friends and Family.  <i>Understand different emotions using the text - The Colour Monster</i>
<i>PD</i> PE - Dance	<i>PD</i> PE- Gymnastics	<i>PD</i> PE - Ball skills	<i>PD</i> PE - Hockey skills	<i>PD</i> PE - Tennis skills	<i>PD</i> PE - Athletics

<p>To develop small motor skills and use tools safely.</p> <p>To use core muscle strength to achieve good posture when sitting at a table or on the floor.</p> <p>To develop skills needed to successfully manage a school day.</p> <p>To identify factors which support overall health and wellbeing.</p>	<p>To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p>	<p>To continue to form recognisable lower case letters with pencils, paintbrushes and chalks.</p> <p>To use scissors with increasing control.</p>	<p>To continue to handle tools safely.</p> <p>To continue to form recognisable letters.</p>	<p>To continue to handle tools safely.</p> <p>To continue to form recognisable letters.</p>	<p>To handle tools and equipment safely and with secure control.</p> <p>To use the correct grip when handling a pencil, write letters with correct letter formation and begin to write on a line.</p> <p>To talk about ways to keep healthy, safe and manage basic hygiene.</p>
CLL	CLL	CLL	CLL	CLL	CLL
Phonics Phase 1 / 2 Reading, writing and drama activities based on book of the week.	Phonics Phase 2 / 3 Reading, writing and drama activities based on book of the week.	Phonics Phase 3 Reading, writing and drama activities based on book of the week.	Phonics Phase 3 / 4 Reading, writing and drama activities based on book of the week.	Phonics Phase 4 / 5 Reading, writing and drama activities based on book of the week.	Phonics Phase 5 Reading, writing and drama activities based on book of the week.
<p>Maths</p> <p>Numbers to 5</p> <p>Comparing Groups</p> <p>Changes within 5</p> <p>Sorting</p> <p>Time - my day &amp; numbers on a clock</p> <p>2D shape</p> <p>Money 1p, 2p, 5p</p>		<p>Maths</p> <p>Number bonds to 5</p> <p>Numbers to 10</p> <p>Addition to 10</p> <p>Numerical Patterns</p> <p>Spatial awareness</p> <p>3D shape</p> <p>2D shape</p>		<p>Maths</p> <p>Numbers to 20</p> <p>Count on and back</p> <p>Numerical Patterns</p> <p>Exploring pattern</p> <p>Measure</p>	
UTW	UTW	UTW	UTW	UTW	UTW
<p>To know how people help us in our immediate family and community.</p> <p>To know what makes us unique, and can talk about our friends and family.</p> <p>Name and describe people who are familiar to us.</p> <p>To know about different occupations.</p> <p>To use computer software in class including the use of iPads.</p> <p>Significant person: Florence Nightingale</p>	<p>To explore our solar system.</p> <p>To learn about nocturnal animals.</p> <p>To learn about people who work at night.</p> <p>To learn about the traditions of different celebrations - Diwali, Halloween, Bonfire Night, Christmas.</p> <p>To explore different apps on the iPad.</p>	<p>To understand that some places in the world are hot and some are cold.</p> <p>To learn about animals that live in the arctic.</p> <p>To know there are 4 seasons and the changes in weather for each season.</p> <p>To know about different celebrations including Valentine's Day, and Chinese New Year.</p> <p>To use the iPads to create and save work on MiniMash</p> <p>Music- Vivaldi Four Seasons</p> <p>Significant person: Junko Tabei- first</p>	<p>To name different parts of a castle.</p> <p>To explore and describe different materials.</p> <p>To take care of the environment by planting bulbs.</p> <p>To tell our own stories using Puppet Pals on the iPads.</p>	<p>To explore different forms of transport.</p> <p>To explore, predict and test - floating and sinking, friction of different materials.</p> <p>To use maps to consider where we'd like to visit.</p> <p>To use laptops and iPads to explore Google Earth, design our own vehicles and code a car to move around a map.</p> <p>Explore collections of materials with similar properties.</p> <p>Music- Cliff Richards Summer Holiday</p> <p>Significant person: James Starley inventor of the penny farthing</p>	<p>To explore minibeasts in the local environment.</p> <p>Use hands on exploration of natural materials.</p> <p>To learn about growth and change and describe the life cycle of a butterfly.</p> <p>To learn about plants and flowers.</p> <p>To continue to practice using the laptops.</p> <p>Music- Rimsky-Korsakov The flight of the bumblebee</p> <p>Significant person: The queen</p>

		woman to climb mount Everest			
<p><b>EAD</b></p> <p>Role play, area - home corner, doctors/dentist.</p> <p>To use role play in the home corner and develop story lines with in play.</p> <p>To explore colour mixing with paint</p> <p>To use appropriate tools for different art tasks</p> <p>To explore and engage in music making.</p> <p>Draw with increasing complexity and detail such as representing a face with a circle and including details.</p> <p>Show emotions such as happiness and sadness in their drawings.</p> <p>Artist: Paul Klee</p>	<p><b>EAD</b></p> <p>Role play, area - dark den, Space station, Elf workshop, post office.</p> <p>Christmas lounge wrapping presents.</p> <p>To explore the different sounds of instruments.</p> <p>To use simple tools and techniques competently and appropriately.</p> <p>To use movement and gesture to express ideas and experiences.</p> <p>Artist: Van Gough</p> <p>Starry, night</p>	<p><b>EAD</b></p> <p>Role play, area- snow scene, polar bears, penguins. Winter woodland</p> <p>Take part in pretend play and act out real life events.</p> <p>Develop their own stories using small world.</p> <p>Join different materials and explore different textures.</p> <p>To remember and sing entire songs.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>EAD</b></p> <p>Role play area - Castle, 3 Billy Goats Gruff</p> <p>To use collage materials confidently.</p> <p>Use paint and different textures to create art work.</p> <p>To use different construction materials to build</p> <p>To retell stories using drama and role play.</p> <p>Cooking - making gingerbread.</p> <p>Music-Eric Coates- Cinderella</p>	<p><b>EAD</b></p> <p>Role play area - travel agents, train station.</p> <p>To use junk model materials to make different forms of transport.</p> <p>To use collage materials.</p> <p>To explore different songs on the theme of travel and transport.</p>	<p><b>EAD</b></p> <p>Role play, area - fairy garden, Bug investigation station</p> <p>To draw and paint pictures of minibests and magical creatures.</p> <p>To create minibest sculptures using a variety of materials including natural resources.</p> <p>To create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Artist: Kandinsky</p> <p>Fairy doors</p>
<p><b>RE</b></p> <p>Am I a good friend?</p> <p>How are religious people a good friend?</p>	<p><b>RE</b></p> <p>Diwali</p> <p>Christmas Story</p> <p>Ask questions about stories to do with Christmas and Hanukkah.</p> <p>Music- It was on a starry night (traditional carol)</p>	<p><b>RE</b></p> <p>Talk about people who are special to them and why.</p> <p>Reflect on the question 'am I a good friend?'</p> <p>Talk about religious stories looking at similarities and differences.</p> <p>Retell stories from the Christian bible and other faiths.</p>	<p><b>RE</b></p> <p>Recognise special places where people go to worship and talk about what people do there. Identify 3 features of a place of worship.</p> <p>Identify a special time they celebrate and explain what celebration means.</p>	<p><b>RE</b></p> <p>Show an awareness that some people belong to different religions.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> <p>Recognise that some people believe God created the world.</p> <p>Explore creation stories from around the world.</p>	<p><b>RE</b></p> <p>Talk about the fact that Christians believe in God and follow the example of Jesus.</p> <p>Retell a story that shows what Christians might think about God.</p> <p>Talk about the beliefs of a particular religion.</p> <p>Retell a story that shows what the religion might think about God.</p>
<p><b>Fabulous finish:</b></p> <p>Teddy Bears' Picnic</p>	<p><b>Fabulous finish:</b></p> <p>Trip to the pantomime</p>	<p><b>Fabulous finish:</b></p> <p>Local area walk to investigate seasonal changes</p>	<p><b>Fabulous finish:</b></p> <p>Making Gingerbread</p>	<p><b>Fabulous finish:</b></p> <p>Beach party</p>	<p><b>Fabulous finish:</b></p> <p>School trip - Ryton Pools</p>
<p><b>Key events in school:</b></p> <p>Road safety talk</p>	<p><b>Key events in school:</b></p> <p>Nativity</p>	<p><b>Key events in school:</b></p> <p>Pancake Day, races</p>	<p><b>Key events in school:</b></p> <p>Easter tea party</p>	<p><b>Key events in school:</b></p> <p>Grandparents tea party</p>	<p><b>Key events in school:</b></p> <p>Sports Day</p>

PSED - Personal, Social, Emotion Development

PD - Physical Development

CLL - Communication, Language and Literacy

UTW - Understanding the World

EAD - Expressive Arts and Design

RE - Religious Education