
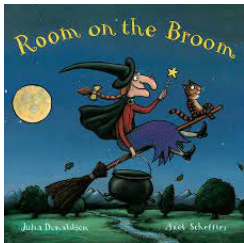

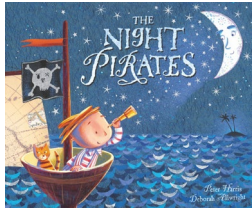
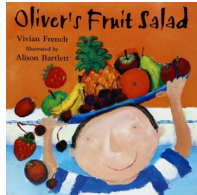
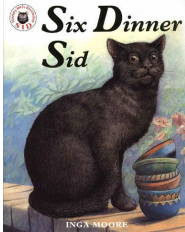


Eastwood Community School
Reception Long Term Planning 2022-2023

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Funnybones	A sprinkle of Magic!	Help! Help! – Here come the bears!	Sail the seven seas	Down in the Cabbage Patch	All creatures Great and Small
Books and Stories	Funny bones Books 	Winnie the Witch Rama and Sita Room on The Broom Christmas 	Bear Hunt The Cave Bumble Bear Pandas Grizzly Bears Polar Bears <i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury 	It's a Pirate's Life The Night Pirates The snail and the whale Ten Little Pirates 	Jack and the beanstalk Oliver's Fruit Salad Errol's Garden We are growing A fruit is a suitcase for seeds 	Six Dinner Sid What the Ladybird Heard Best Test Are you a snail? Handa's surprise 
Role play	Home/clinic	Magical potion Shop	Winter Cafe	Pirate Den	Supermarket/shop	Pet shop/vets
Language and Communication	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn and use new vocabulary linked to the theme. Ask questions. Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Listen and talk about stories. Re -tell the stories. Engage in non-fiction books. Learn rhymes, poems and songs. Hold conversations and back and forth exchanges with teachers and friends. Participate in group, class and one to one discussions. Express ideas and feelings in full sentences. 					
PSED	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Physical Development Gross Motor	<ul style="list-style-type: none"> Moving safely, in a space, in different ways, balancing, using climbing equipment, wheeled toys, changing speed & direction. Develop a range of ball skills including, Rolling, throwing, catching, and kicking, batting and aiming Developing control and grace. Tooth brushing programme Know and talk about different factors that support their overall health and well being Develop the skills they need to manage their school day successfully including personal hygiene. 					
PE (Hall)	<ul style="list-style-type: none"> Lining up Travelling to the hall Finding space in the 	<ul style="list-style-type: none"> Space Moving in different ways (dance) 	<ul style="list-style-type: none"> Dance Yoga – allowing for quiet time and 	<ul style="list-style-type: none"> Gymnastics Changing speed and direction 	<ul style="list-style-type: none"> Ball skills 	<ul style="list-style-type: none"> Ball skills Sports day preparation

	<ul style="list-style-type: none"> hall Practicing moving in different ways Talking about the benefits of physical activity Playing racing and chasing games 	<ul style="list-style-type: none"> Stop start games e.g. traffic lights Yoga - allowing for quiet time and relaxation 	relaxation	<ul style="list-style-type: none"> Yoga - allowing for quiet time and relaxation 		
Physical Development Fine Motor	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors, paintbrushes and cutlery. Show care and accuracy when drawing. 					
Literacy	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p>		<p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>		<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	
Literacy	<p>Recognising own name</p> <p>Name writing</p> <p>Healthy food shopping list</p> <p>Writing a simple sentence (sentence stems)</p> <p>Story map</p> <p>Funnybones book (retelling)</p> <p>Funnybones series- Pie</p> <p>Corbett actions- learning to continue a rhyming string</p> <p>Individual readers how to handle book, telling stories through pictures</p> <p>Phase 2 Phonics - s,a,t,p,i,n</p>	<p>Difference between fiction and nonfiction</p> <p>Describing a character</p> <p>Labelling items from the story e.g. dog</p> <p>Predictions</p> <p>Applying phonics to make labels/captions/sentence</p> <p>Describing a character</p> <p>Sequencing pictures from familiar stories</p> <p>spells</p> <p>Christmas cards/letters to Santa</p> <p>Individual readers</p> <p>Guided Reading</p> <p>Phase 2 phonics</p> <p>Assessment</p>	<p>Bear themed books</p> <p>Mind map of our bear knowledge</p> <p>Bear hunt sequencing</p> <p>Describe a character</p> <p>What is in the cave</p> <p>Non fiction writing about bears</p> <p>Making up our own bear stories (oral/teacher scribe)</p> <p>Sentence stems</p> <p>Phase2/ 3 Phonics</p>	<p>It's a pirates life</p> <p>Writing information about pirates</p> <p>The Night Pirates</p> <p>Scrolls/maps</p> <p>Labelling - ship, treasure map</p> <p>The Snail and the Whale</p> <p>Descriptive writing</p> <p>Sentences using and/because</p> <p>Phase 3 Phonics</p>	<p>Predictions</p> <p>List or our fruit salad</p> <p>Labelling a plant</p> <p>Design a garden and write a sentence to describe it</p> <p>Instructions (planting)</p> <p>Seed Packets</p> <p>Labels/captions</p> <p>Oral story Telling</p> <p>Phase 4 Phonics</p>	<p>Retell the story of what the ladybird heard</p> <p>Story map and a 'write up' of this (assessment)</p> <p>Missing pet poster</p> <p>Tropical World booklets</p> <p>Eid Cards with a message inside</p> <p>Range of animal stories/ non fiction</p> <p>Poetry linked to Handa's surprise</p> <p>Sequencing story pictures/labelling</p> <p>Non fiction books about animals First/next</p> <p>Phase 4 Phonics</p>
Maths	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral (symbol) with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral (symbol) with its cardinal value</p> <p>Compare numbers</p> <p>Understand the one more than/one less than relationship</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral (symbol) with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of</p>	<p>Count objects, actions and sounds</p> <p>Subitise</p> <p>Link the numeral (symbol) with its cardinal value</p> <p>Compare numbers</p> <p>Explore the composition of</p>	<p>Automatically recall number bonds for number 1-10</p> <p>ELG</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p>	<p>ELG</p> <p>Have a deeper understanding of number to 10, including the composition of each number</p> <p>Subitise up to 5</p> <p>Automatically recall number bonds up to 5 and some number bonds to</p>

	<p>numbers to 10 Select, rotate and manipulate shapes in order to develop spatial reasoning skills Continue and copy repeating patterns Compare length, weight and capacity</p>	<p>between consecutive numbers Compare length, weight and capacity</p>	<p>numbers to 10 Count beyond ten Compare length, weight and capacity</p>	<p>numbers to 10 Automatically recall number bonds for number 1-10 Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Continue, copy and create repeating patterns</p>	<p>Explore and represent patterns within numbers up to 10, including how quantities can be distributed equally</p>	<p>10, including double facts Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
Maths	<p>Ordering by size Number stories e.g. what can you see in the picture Repeating patterns (2 and 3 parts) making fruit kebabs Subitising to 3 Naming, manipulating and rotating shapes to make a picture Positional language</p>	<p>Subitising to 5 and number bonds to 5 One more One less Decomposing 2D shapes and naming the shapes within Time -sequencing an event (sandwiches/porridge) Assessment Balance buns (weight)</p>	<p>Composition of numbers to 10 Matching numeral to quantity (to 10) Addition/combining two groups up to 20 Writing numerals Addition by counting on Comparing weight of items Comparing length/height using non standard measure</p>	<p>Ways of making 9 and 10 Number bonds to 10 including recall 3D shape - sorting in different ways curved and straight edges, number of faces, by name etc. 2 and 3 part patterns (pattern fish) Assessment Addition</p>	<p>Teen numbers Ordering numbers to 20 Addition - working out missing numbers to 5/10/20 Subtraction to 10/20 Applying number bonds to work out subtraction problems</p>	<p>Doubling facts (ladybirds) Sharing grouping Odd and even Pattern/equal distribution Assessment Money Time Number bonds to 5/10</p>
Understanding the World Past and Present	<p>Talk about members of family and community Name and describe people who are familiar to them.</p> <p>Looking at learning journeys and talking about past events - add speech bubbles</p>	<p>Comment on images of familiar situations in the past</p> <p>Looking at learning journeys and talking about past events - add speech bubbles</p>	<p>Comment on images of familiar situations in the past</p> <p>Looking at learning journeys and talking about past events - add speech bubbles</p>	<p>Comment on images of familiar situations in the past (pirates) (Captain Anne Bonnie) Understand the past</p> <p>Looking at learning journeys and talking about past events - add speech bubbles</p>	<p>Looking at learning journeys and talking about past events - add speech bubbles</p>	<p>Looking at learning journeys and talking about past events - add speech bubbles</p>
Understanding the World People Culture and Communities	<ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. Comments and asks questions about aspects of their familiar world such as the place where they live, drawing on their own experiences and from photos, maps, stories and books Birthdays <p>Families (Funnybones)</p>	<ul style="list-style-type: none"> Uses appropriate geographical vocabulary, e.g. town, village, path, house, road, flat, temple, mosque, to help make their observations. Understand that some places are special to members of their community. Explore the natural world around them. <p>Celebrating the differences between religious communities.</p> <ul style="list-style-type: none"> Diwali Christmas Bonfire Night Halloween Birthdays 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Recognise some environments that are different to the one in which they live. Comments and asks questions about aspects of their familiar world such as the place where they live, drawing on their own experiences and from photos, maps, stories and books <p>Chinese new Year Valentine's day</p>	<ul style="list-style-type: none"> Draw information from a simple map. Explore the natural world around them. Comments and asks questions about aspects of their familiar world such as the place where they live, drawing on their own experiences and from photos, maps, stories and books <p>Maps Eid Mother's day</p>	<ul style="list-style-type: none"> Explore the natural world around them. Understand the effect of changing seasons on the natural world around them Comments and asks questions about aspects of their familiar world such as the place where they live, drawing on their own experiences and from photos, maps, stories and books <p>Explore the natural word about them in Keighley</p>	<ul style="list-style-type: none"> Explore the natural world around them. Recognise some environments that are different to the one in which they live. Comments and asks questions about aspects of their familiar world such as the place where they live, drawing on their own experiences and from photos, maps, stories and books <p>Compare two countries (Africa and UK) Maps Eid Father's Day</p>
Understanding the World The Natural world	<ul style="list-style-type: none"> Explore the natural world around them. Makes observations and draws pictures of animals and plants. To use the correct 	<ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. <p>Changing states - solids to liquids (potions)</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> Understands some important processes and changes in the natural world around them 	<p>Contrasting environments (seaside) (snail and the whale story)</p> <ul style="list-style-type: none"> Recognise some environments that are 	<p>Seasons (Spring) Explore the natural world</p> <ul style="list-style-type: none"> Explore the natural world around them. Makes observations and draws pictures of plants. 	<p>Explore The natural World (living things including mini beasts)</p> <ul style="list-style-type: none"> Explore the natural world around them. Makes observations and draws pictures of animals.

	scientific terms for plants and animals •Describe what they see, hear and feel whilst outside. Seasons (Autumn)		including changing states of matter. •Knows that change can be reversed, e.g. melting ice. Seasons (Winter) Contrasting environments (Polar Regions)	different to the one in which they live	•To use the correct scientific terms for plants. (growing) •Knows that change can be reversed, e.g. melting ice.	•To use the correct scientific terms for animals
Computing Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	To draw simple pictures of character pictures using mouse control- interactive whiteboard- 2 Draw Play on a touch screen game and use computers/keyboards/ mouse in role play. Type letters with increasing confidence using a keyboard and tablet. iPads- maths/phonics games	To draw simple pictures of character pictures using mouse control. 2Simple Publisher To record voice over- picture of Winnie- QR codes- find the letters/numbers phonics/maths Take pictures/selfies using iPads camera Keyboard skills write own name/ initial sounds iPads- maths/phonics games	Simple animations- Purple Mash Linked to characters/Christmas To record voice over- picture of Bear/Dad/characters Make simple jigsaw game- Bear- outfit 2Simple- Use Easi speaks- voice over to story iPads- maths/phonics games	Simple animations- Purple Mash. Linked to Pirate Make a simple graph using 2Simple graph - my favourite fruit/pirate Make simple jigsaw game- Pirate- outfit 2Simple- Keyboard skills write own name/cvc words iPads- maths/phonics games	Simple coding- Make a game using -Use bee-bots Programme Bee-bot to go specific fruits/objects/plants Draw picture of Characters- using shapes-fill- different icons e.g. cloud pen, straight lines etc Make a book- using typing skills iPads- maths/phonics games	Simple animations- Purple Mash. Linked to Pirate Stop Motion animation- Characters from story- iPads and Stop Motion QR codes- find the letters/numbers phonics/maths sentence. Use Easi speaks- voice over to story iPads- maths/phonics games
Expressive arts and design (Music)	•Listen attentively, move to and talk about music, expressing their feelings and responses.. •Sing in a group or on their own, increasingly matching the pitch and following the melody. •Taps out simple repeated rhythms. •Begins to build a repertoire of songs linking to half termly themes. •Explores the different sounds of instruments.	•Listen attentively, move to and talk about music, expressing their feelings and responses. •Watch and talk about dance and performance art, expressing their feelings and responses. Begins to build a repertoire of songs linking to half termly themes. Explores the different sounds of instruments	•Explore and engage in music making and dance, performing solo or in groups. •Begins to build a repertoire of songs linking to half termly themes. •Explores the different sounds of instruments.	•Sing the pitch of a tone sung by another person ('pitch match'). •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Explore and engage in music making and dance, performing solo or in groups. •Begins to build a repertoire of songs linking to half termly themes. •Explores the different sounds of instruments.	Explore and engage in music making and dance, performing solo or in groups. •Begins to build a repertoire of songs linking to half termly themes. •Explores the different sounds of instruments.
Expressive arts and design (Creating)	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills 					
Expressive Arts and Design	Self portraits-colour mixing Skeletons using variety of media in paint and chalk Autumn art 3D/2D Funnybones houses	Paint colours, collage materials - bonfires, fireworks - Dance Making Divali lamps (clay) Van Gogh ' Starry night' Christmas cards Christmas songs Snowmen Christmas Art	Making Brown (colour mixing) Fur textures Finger puppets 3D Bears Bear caves Bowls-papier mache Bear Songs Bear hunt	Islands/boats Eye patches Parrots 3D Artwork Flags End of term show (performance)	Observational drawings-range materials Growing/spring songs	Clay animals Paint/colour mixing Textures/camouflage
Outdoor learning	Victoria Park Cliffe castle Keighley Library Visit from a dog	Woods Keighley Christmas lights Keighley Library	Cliffe Castle (cave) Asda (café) Devonshire Park (Bear Hunt) Keighley Library	Riddlesden Woods Keighley Library	Allotment Garden Centre Keighley Library	Allotment Pet shop Cliffe Castle museum (stuffed animals) Visit from a dog Visit from a tortoise

						Keighley Library
TRIPS		Mosque Visit Bradford Cathedral (train)		Saltaire – boats on the canal and Art Gallery		Tropical world