

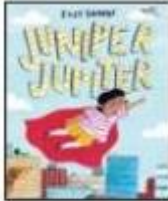

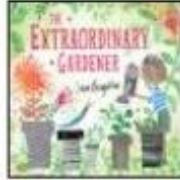
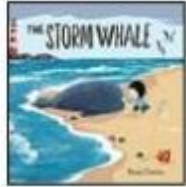



**Greasby Infant School**  
**Long Term Plan**  
**Reception 2021-2022**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes</b>	<b>Friendship and Animals</b>	<b>Stars and Space</b>	<b>Superheroes</b>	<b>Traditional Tales</b>	<b>Growing</b>	<b>Seaside</b>
<b>Book</b>						
<b>Literacy</b> <b>Read to</b> <b>Write</b> <b>C&amp;L</b> <b>Writing</b>	<p><b>A Losing Story</b></p> <p><b>Animal Information</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences if able to.  Sequencing spoken sentences to for short narratives.</p>	<p><b>Finding Story</b></p> <p><b>Poster</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences if able to.  Sequencing spoken sentences to for short narratives.  Use repeated story</p>	<p><b>Superhero Story</b></p> <p><b>Letter</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences if able to.  Joining words using 'and' and clauses using 'and'.  Sequencing spoken</p>	<p><b>Traditional Tale</b></p> <p><b>Instructions</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences if able to.  Joining words using 'and' and clauses using 'and'.  Sequencing spoken sentences to for short</p>	<p><b>Instruction Writing</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences if able to.  Joining words using 'and' and clauses using 'and'.  Sequencing spoken sentences to for short narratives.  Use repeated story</p>	<p><b>Narrative - Story writing</b></p> <p>Grapheme - phoneme correspondence using RWI scheme.  Writing letters corresponding to the sounds.  Initial, medial and final sounds.  Form letters correctly.  Combining words to make labels, captions, list, phrases and short sentences.  Write phonetically plausible attempts at longer words using known sounds.  Using connectives such as and, because and but.</p>

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	Use repeated story language to retell stories orally and use time adverbials.	language to retell stories orally and use time adverbials. Separation of words with spaces Using personal pronoun I..	sentences to for short narratives. Use repeated story language to retell stories orally and use time adverbials. Separation of words with spaces Using personal pronoun I.. Begin to understand and use capital letters and full stops.	narratives. Use repeated story language to retell stories orally and use time adverbials. Separation of words with spaces Using personal pronoun I.. Begin to understand and use capital letters and full stops.	language to retell stories orally and use time adverbials. Separation of words with spaces Using personal pronoun I.. Begin to understand and use capital letters and full stops.	Sequencing spoken sentences to for short narratives. Write some common exception words independently in their writing/sentences. Orally rehearse and write short sentences using a capital letter, full stop and finger spaces so it can be read by themselves and others. Encourage independence in their writing.
<b>Literacy</b> <b>Steps to Read</b> <b>C&amp;L</b> <b>Comprehension</b>						
<b>Read Write Inc.</b> <b>C &amp; L</b> <b>Word Reading</b>	Read single letter Set 1 sounds	Read all Set 1 sounds: blend sounds into words orally	Blend sounds to read words: read short Ditty stories Begin to read some tricky words	Read Red Storybooks	Read Green Storybooks: Read some Set 2 sounds	Read Green or Purple Storybooks
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important Learn new vocabulary Use new vocabulary throughout the day					

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	Ask questions to find out more and to check they understand what has been said to them Describe events in some detail Develop social phrases Engage in story times Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words Use new vocab in different contexts Listen carefully to rhyme and song paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books					
			Articulate their ideas and thoughts in well formed sentences Listen to stories and talk about stories to build familiarity and understanding			
					Connect one idea or action to another using a range of connectives Use talk to help work out and explain problems and organise thinking and activities, explain how things work and why they might happen Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.	
<b>PSED</b> <b>Jigsaw</b> <b>Scheme</b>	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me

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<b>Self Regulation &amp; Managing Self</b>	<p>See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.     Personal hygiene Know and talk about the different factors that support their overall health and wellbeing:     regular physical activity     healthy eating     toothbrushing     sensible amounts of 'screen time'     having a good sleep routine     being a safe pedestrian</p>					
<b>Physical Development Gross Motor Skills &amp; Fine motor skills</b>	<p>Outdoor activities Finger gym Dough disco</p>	<p>Outdoor activities Finger gym Dough disco Fundamental skills</p>	<p>Outdoor activities Finger gym Dough disco Dance</p>	<p>Outdoor activities Finger gym Dough disco Gymnastics</p>	<p>Outdoor activities Finger gym Dough disco Games</p>	<p>Outdoor activities Finger gym Dough disco Sports day skills</p>
	<p>Revise and refine the fundamental movement skills they have already acquired:              - rolling   - walking           - running           - skipping              - crawling - jumping   - hopping   - climbing          Progress towards a more fluent style of moving, with developing control and grace.          Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.          Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.          Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.          Combine different movements with ease and fluency.          Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.          Develop overall body-strength, balance, co-ordination and agility.          Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>					

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	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <p>lining up and queuing</p> <p>- mealtimes</p>					
<b>Mathematics</b> <b>Number &amp; Patterns</b>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can</p>

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					have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.	have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.
<b>Understanding The World</b> <b>Past and Present</b> <b>People</b>  <b>Culture and Communities</b>  <b>The Natural world</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
<b>Expressive Arts and Design</b> <b>Creating with</b>	Fine liner drawings of self Andy Goldsworthy autumnal transient art	Christmas performance. Sing in a group or on their own, increasingly matching the pitch and following the	Superhero masks  Transient art - snowflakes	Junk models - grandmas cottage  Peter and the wolf	Beanstalk fine art drawings and watercolours	End of year performance. Sing in a group or on their own, increasingly matching the pitch and

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<b>Materials</b>  <b>Being Imaginative and Expressive</b>		melody. Van Gough - starry night Clay stars Favourite teddy - fineliner drawing Junk model rockets				following the melody. Jelly fish pictures
	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. 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. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.					
<b>Cultural Capital</b>	Induction - getting to know our new school and making new friends Harvest festival	Diwali Remembrance Day Bonfire night Christmas Nativity	Chinese new year	Visit to Imagine That - Liverpool Easter	Sport and Healthy lifestyle week	Rock pool experience visit to school End of year celebration