

Reception Long Term Map 2021 to 2022

	Autumn of Reception	Spring of Reception	Summer of Reception
<p>Articulate children with a good vocabulary</p> <p>Through high quality daily interactions with adults who are commenting on children’s activity whilst adding new vocabulary</p> <p>Concrete opportunities develop new vocabulary and the use of role play to effectively apply new language and vocabulary</p> <p>Through the effective use of quality text; stories, rhymes and non-fiction</p> <p>To have language rich environments and include new words into everyday conversation</p>	<p>Vocabulary word walls- topic related and interesting words from core/ shared text (updated regularly)</p> <p>Use concrete objects to learn new vocab eg; fruit and vegetables (linked to Harvest)</p> <p>Include categories of objects eg: vegetables/ fruit/ instruments/ transport etc..</p> <p>What is it games? Describing objects (real or pictures) to develop vocabulary</p>	<p>Investigating plants, animals and habitats- using the correct scientific names</p> <p>Developing positional mathematical language</p> <p>NELI assessments and programme</p> <p>New vocabulary linked to concrete opportunities + trips</p> <p>Understand a range of questions, what/where why include how and ‘I wonder’</p> <p>Asking open ended questions to develop longer answers</p>	<p>Use a range of questions, what/where why include how and ‘I wonder’</p> <p>Actively listen to stories and use language from them in everyday speech</p> <p>Use a range of connectives to join thoughts and ideas together</p> <p>Sequence sentences in right order (link to story telling theme)</p> <p>To have articulate children who understand the conventions of conversation; active listening, turn taking, responding and who have the vocabulary to make their own thoughts, feelings, wishes and ideas known</p>

<p>To know stories, songs and rhymes by heart</p> <p>To establish a core set of teaching books- 6 per year group</p> <p>To establish a core set of story books- 12+ per year group to know by heart</p>	<p>Counting songs learned by heart Predict what might come next</p> <p>Introduce first 3 core books- read and re-read</p>	<p>Introduce second set of core books Ensuring to continue reading</p> <p>Linked to interests and theme introduce non-fiction books</p>	<p>Introduce third set of books Using known stories as basis for own oral stories and writing. Writing recognisable letters, most of which are correctly formed, spelling words by identifying sounds in them and representing the sounds with a letter or letters and writing simple phrases and sentences that can be read by others To follow stories without pictures or props /To create own stories using props</p>
<p>To establish a core set of rhymes/ poems – 6+ per year group to know by heart</p>	<p>You choose Handa’s surprise, The Little Red Hen, Whatever next? <i>clap your hands and wiggle your fingers,</i> wind the bobbin up dingle dangle scarecrow</p>	<p>The Tiger who came to tea, Rainbow fish The Great Pet Sale</p> <p>once i caught a fish alive</p> <p>The Tiny Seed</p>	<p>The Gruffalo, The Gingerbread man Jack and the Beanstalk, Jack and the Flum flum tree Little Red Riding Hood days of the week 10 in the bed</p>
<p>To create a welcoming reading area with core books on display</p> <p>High quality text at centre of learning</p> <p>Reception- shared text + one whole class book before lunch, one whole class book at the end of the day and one song / one rhyme every day + guided reading book as appropriate</p>	<p>Core teaching Books: Handa’s surprise, The Little Red Hen, The Tiger who came to tea, The Gruffalo, Jack and the Beanstalk, The Rainbow fish You choose Whatever next? Jack and the Flum flum tree Little Red Riding Hood The Great Pet Sale - Non fiction: The Tiny Seed</p>	<p>Core rhymes: 10 in the bed Days of the week 5 little speckled frog, clap your hands and wiggle your fingers, wind the bobbin up dingle dangle scarecrow once i caught a fish alive</p>	<p>Core story books: Room on the broom (if appropriate) Elmer peace at last lost and found giraffes can’t dance, penguin, aliens love underpants, rumble in the jungle, the rainbow fish ants in your pants what the ladybird heard Mr Big</p>

<p>To have a secure phonic knowledge</p>	<p>All children to begin to learn the set 1 sounds Lessons include teaching single letter sounds and assisting children to blend (eg. using magnetic letters) in order to read CVC words. They practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words Children to learn 2 to 3 sounds a week Set 1 Sounds The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds and begin to teach 'special friends' (sh, ch, ng, nk, qu,th) Children to learn 2 to 3 sounds a week</p>	<p>Cont to review set 1 sounds and focus on gaps with the focus on the 'Special Friends' sh ch th qu ng nk qu They know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to 'Fred Talk' most cvc words. Lesson content involves continuing to teach and review Set 1 Sounds. In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day-(or a short caption pre-written by the teacher) . They also write a simple phrase or sentence related to the Ditty or caption pre-written They know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They should be able to read more words containing Special Friends and words that contain 4+ sounds. They are now reading the Red Ditty Books</p>	<p>Lessons review all of set 1 sounds Reading set 1 green words speedily Spelling set 1 green words The children are reading red ditty books To include teaching to read ss/ff/ck sounds Teach set 2 sounds Read the first 6 sounds in set 2 (ay ee igh ow oo oo) speedily Spelling set 1 green words + alien words (cvc) The children are now reading the Green books over 4 days inc comprehension questions Are + As above using Purple books This is only for when children have read green books speedily and are not having to 'Fred talk' it</p>
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<p>Have secure number knowledge</p>	<p>Herts Essentials steps 1-6 Counting Cardinality of number Pattern Comparison of measure</p>	<p>Herts Essentials steps 7-11 Comparing Spatial awareness Magnitude and re-grouping</p>	<p>Herts Essentials steps 12-16 Finding the whole and missing parts 10 and some Doubling Halving Odds and evens Numbers beyond 10- Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>- 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> <p>To be confident in using and manipulating numbers, representing their own thinking and being able to talk about what their mathematical understanding</p>
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<p>To be a part of the whole school community</p>	<p>In the hall for lunch</p> <p>In the hall for PE sessions</p> <p>Christmas lunch with Nursery</p> <p>Joining with whole class Christmas tombola draw</p> <p>Nativity play</p> <p>School panto</p>	<p>World Book Day Assembly</p> <p>Joining Celebration assemblies every Friday</p> <p>Reading buddies with Phase 3</p>	<p>Joining in every Friday assembly</p> <p>Joining Jigsaw assemblies</p> <p>Sports day- watched by Rec and phase 2</p>
<p>Engage in imaginative play</p>	<p>Being imaginative topic- 'You Choose'</p> <p>Role play areas to be based upon children's own fascinations and so may include, but are not limited to:</p> <p>Kitchen</p> <p>Fairly tale land</p> <p>Post office</p> <p>Space station</p> <p>Library</p> <p>Café</p> <p>Range of shops</p>	<p>To be able to engage in cooperative play working with peers</p> <p>Imaginative play based upon concrete opportunities and non fiction text:</p> <p>Eg: Trip to the farm</p> <p>Trip to the library</p> <p>Trip to the museum</p> <p>Living Eggs</p> <p>Eg: dinosaur land from trip to NH museum Tring</p>	<p>To be able to engage in dramatic/ fantasy play</p> <p>Imaginative Play and role play area to be based upon high quality text</p> <p>To include:</p> <p>Jack and the Beanstalk</p> <p>The Gingerbread man</p> <p>The Gruffalo</p> <p>Pirates</p>

Celebrate and respect cultural diversity	Using Herts Agreed RE syllabus Using Jigsaw Programme of Study		
	How and why we prepare for and celebrate a joyous occasion- RE agreed syllabus Celebrate Diwali Celebrate Christmas festival	How and why we prepare for and celebrate a joyous occasion- RE agreed syllabus Celebrate Diwali Celebrate Christmas festival	How and why we prepare for and celebrate a joyous occasion- RE agreed syllabus Celebrate Diwali Celebrate Christmas festival
	Books and rhymes		
	Handa's surprise	A wedding Day Wish for Puddles	Mr Big
To develop positive relationships and are self confident	Being Me Celebrating Difference You choose? Being imaginative topic to express own views and thoughts Opportunities for imaginative play to develop own interests and know that others may have different interests Understand what makes them special (all about me- my likes/ dislikes/ what I am good at..) Develop friendships- understanding how we are a new class with new children; 'buddy old Nursery and new to school children' Confident to speak and sing (Nativity) in front of adults	Dreams and Goals Healthy Me Understand their feelings inc what to do if feeling angry/ sad.. Understanding others feelings from another's perspective (use The Rainbow fish to support this) Taking turns- understanding frustration and understanding how others may feel if they win or lose (eg. Board game sessions/ physical races)	Relationships Changing Me Are confident with developing relationships and that these relationships change. To solve problems that may occur within friendships with growing independence Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (self regulation) To be ready for the transition to Year 1

<p>Have self care and life skills inc good oral health</p>	<p>Use a knife and fork although they may need help cutting</p> <p>Understand that regular physical activity supports their health and wellbeing</p> <p>To be able to do up their coat zip</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <p>Use a knife and fork independently</p> <p>Understand which foods support their health and well being</p>	<p>To be able to go to the toilet by themselves</p> <p>To understand what is a sensible amounts of 'screen time'</p> <p>To understand that having a good sleep routine supports their health and wellbeing</p> <p>To understand how to cross the road safely and to be safe walking down the street- through road safety sessions</p> <p>Visit by the dentist- they understand how regular tooth brushing supports their health and well-being</p>
<p>Have concrete opportunities for visitors and visits</p>	<p>Visit by firefighters and/or police (if possible) end of term</p> <p>Walk to local church</p> <p>Parents in – Christmas craft</p>	<p>Visit to the farm (end of term)</p> <p>Visit to Tring museum (tbc)</p> <p>Living Eggs</p> <p>Live butterflies</p> <p>Parents in- world book day</p>	<p>Visit by dentist</p>

<p>To be able to create detailed representations in their own way and linked to their fascinations— link to EAD</p>	<p>Use pencil, felt tipped pens, handwriting pens, chalk pastel, oil pastel, wax crayons, pencil crayons</p> <p>Draw upright and flat</p> <p>Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture</p> <p>Use stencils to create patterns</p> <p>Make thumb pots from clay</p> <p>Use a range of junk, found and natural materials to make models and structures</p> <p>Use a digital camcorder</p>	<p>Draw all kinds of objects</p> <p>Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)</p> <p>Thread and weave into eg: railings, netting, garden netting, fencing, sequin mesh</p> <p>Make a collection of objects made from clay and talk about them</p> <p>Use rolled up paper and artstraws, piecleaners to create structures and objects</p> <p>Use natural objects to make patterns on the ground and look at the eg: work of Andy Goldsworthy</p> <p>Use a paint programme on the computer/ ipad</p>	<p>Draw and paint from observation, memory and imagination</p> <p>Paint flat and upright paint on a small and large scale using appropriate tools paint on different sizes, shapes and colours of paper</p> <p>Print on paper and fabric (eg. make wall hangings)</p> <p>To create their own 3D piece based upon own fascinations using any of the skills learned</p> <p>To manipulate images using paint programme on the computer/ ipad</p>
<p>EAD</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>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.</p> <p>Develop storylines in their pretend play.</p>	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>

Understanding of the world

<p>Talk about members of their immediate family and community. (link to Jigsaw)</p> <p>Name and describe people who are familiar to them (link to Jigsaw)</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Follow a simple map (routes around eg. Farm)</p> <p>Explore the natural world around them.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different from the one in which they live.</p>	<p>Draw information from a simple map. (link to story maps)</p> <p>Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.</p>
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<p>Are physically active</p>	<p>PE sessions using Get Set PE</p> <p>Smart moves assessments to target learners needs</p> <p>Pedalling</p> <p>Kites</p> <p>Throwing and catching balloons</p> <p>Large block construction</p> <p>Creating obstacle courses- pulling, pushing and stacking</p> <p>Walking to the church</p>	<p>Bouncing a ball to and fro</p> <p>PE sessions- Football coaching- kicking a ball</p> <p>Balancing- on different points + on different objects (red circle/ two footed balance boards)</p> <p>Jumping higher, further and safer inc. off the tunnel outside</p> <p>Throwing and catching bean bags</p>	<p>PE sessions using Get Set PE</p> <p>Sports Day</p> <p>Balance bikes cont.</p> <p>Throwing and catching- balls</p> <p>Playing tennis</p> <p>Poddley- inc. role play ideas</p> <p>Dancing (as part of EAD)</p>
<p>Fine motor skills activities;</p>	<p>Dancing with scarves</p> <p>Kites</p> <p>Throwing and catching</p> <p>Using clay</p> <p>Using wheeled toys</p>	<p>Can use a knife, fork and spoon effectively</p> <p>Planting and digging</p>	<p>Ropes and pulling up on monkey bars (PE sessions)</p> <p>Den making- Poddely</p>
<p>To be able to use a pencil in the correct grip and able to form letters correctly</p>	<p>Tripod smaller pencils and pens</p>	<p>Anticlockwise movements</p> <p>Letters of name Links to phonics</p>	<p>handwriting patterns</p>
<p>To use scissors effectively</p>	<p>Use scissors effectively to cut around shapes</p> <p>Fine motor activities to develop strength</p> <p>Lines and turning</p>		