

## Howard Park Community School LONG TERM PLANNING 2022-23 Reception

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Overarching Topic</b>	<i>Super Me</i>	<i>Fantastic Festivities</i>	<i>Big Wide World</i>	<i>Terrific Tales</i>	<i>Down on the Farm</i>	<i>Oh, I do like to be beside the Seaside</i>
<b>Communication and Language</b>	<p><b>Listening, Attention and Understanding:</b> Sitting on the carpet for short inputs; following simple instructions.</p> <p><b>Speaking:</b> Uses talk in role play.</p>	<p><b>Listening, Attention and Understanding:</b> Engage in conversation with familiar adults and peers; ask relevant questions.</p> <p><b>Speaking:</b> Uses relevant vocabulary; begin using past and present tense.</p>	<p><b>Listening, Attention and Understanding:</b> Reflect previous experiences; adds details when recounting events.</p> <p><b>Speaking:</b> Talk about interests; imaginative play with various objects.</p>	<p><b>Listening, Attention and Understanding:</b> Reasoning and links; developing opinion.</p> <p><b>Speaking:</b> Speaking in front of a small group; begin to work through challenges in play.</p>	<p><b>Listening, Attention and Understanding:</b> Questions to clarify; sustained conversation.</p> <p><b>Speaking:</b> Narrative/story language in sustained play; explain ideas with conjunctions.</p>	<p><b>Listening, Attention and Understanding:</b> Listens attentively in group situations; relevant questions, comments and actions.</p> <p><b>Speaking:</b> Rich vocabulary; speaking in full sentences.</p>
<b>PSED</b>	<p><b>Self-Regulation:</b> Expressing feelings; recognising upset in peers.</p> <p><b>Managing Self:</b> Coat on and off; join adult initiated activities; independent toileting.</p> <p><b>Building Relationships:</b> Making new friends.</p>	<p><b>Self-Regulation:</b> Identifying simple emotions; develop independence in following routines.</p> <p><b>Managing Self:</b> Healthy food and habits; fastening coat; classroom rules.</p> <p><b>Building Relationships:</b> Joining in with group play, forming friendships.</p>	<p><b>Self-Regulation:</b> Follow two step instructions.</p> <p><b>Managing Self:</b> Dressing for PE; making sensible choices.</p> <p><b>Building Relationships:</b> Conversations with peers.</p>	<p><b>Self-Regulation:</b> Solving small conflicts; increased patience.</p> <p><b>Managing Self:</b> Understand consequences; developed independence; healthy foods.</p> <p><b>Building Relationships:</b> Showing empathy; developing turn taking.</p>	<p><b>Self-Regulation:</b> Understand own and others' feelings.</p> <p><b>Managing Self:</b> Confidence in new experiences; perseverance and resilience.</p> <p><b>Building Relationships:</b> Positive attachments.</p>	<p><b>Self-Regulation:</b> Set and work towards goals; follow more complex instructions.</p> <p><b>Managing Self:</b> Manage personal needs; explain reasons for rules.</p> <p><b>Building Relationships:</b> Co-operation and empathy.</p>
<b>Physical Development</b>	<p><b>Gross Motor Skills:</b> Movement skills and balance.</p> <p><b>Fine Motor Skills:</b> Dominant hand; scissor work.</p>	<p><b>Gross Motor Skills:</b> Ball control, obstacle courses.</p> <p><b>Fine Motor Skills:</b> Zip up coat, begin to form letters.</p>	<p><b>Gross Motor Skills:</b> Manipulate speed.</p> <p><b>Fine Motor Skills:</b> Adding intentional details on creations.</p>	<p><b>Gross Motor Skills:</b> Smaller balls, co-ordination.</p> <p><b>Fine Motor Skills:</b> Pencil control, consistent letter formation.</p>	<p><b>Gross Motor Skills:</b> Negotiate space; develop strength.</p> <p><b>Fine Motor Skills:</b> Develop use of range of small tools.</p>	<p><b>Gross Motor Skills:</b> Confidence in movement skills.</p> <p><b>Fine Motor Skills:</b> Stable pencil control; accuracy when drawing.</p>
<b>English</b>	<p><i>Name Recognition/Writing</i></p> <p><b>Comprehension:</b> Simple predictions.</p>	<p><i>Lists and Labels</i></p> <p><b>Comprehension:</b> Re-enacting stories; range of books.</p>	<p><i>Story Work</i></p> <p><b>Comprehension:</b> Story structure and description.</p>	<p><i>Instructions</i></p> <p><b>Comprehension:</b> Re-call information, story vocabulary.</p>	<p><i>Story Work</i></p> <p><b>Comprehension:</b> Re-read own writing.</p>	<p><i>Recount</i></p> <p><b>Comprehension:</b> Anticipate events; use relevant vocabulary for wider purposes.</p>

	<p><b>Word Reading:</b> Initial sounds, begin to orally blend.</p> <p><b>Writing:</b> Writing single letters.</p>	<p><b>Word Reading:</b> Initial sounds, begin to blend CVC words.</p> <p><b>Writing:</b> Grapheme/phoneme correspondence; anti-clockwise and vertical line movements.</p>	<p><b>Word Reading:</b> Recognise some familiar words.</p> <p><b>Writing:</b> Spell and scribe CVC words; writing for a wider purpose.</p>	<p><b>Word Reading:</b> Read simple sentences; develop fluency.</p> <p><b>Writing:</b> Short sentences; upper and lowercase letters.</p>	<p><b>Word Reading:</b> Letter sounds and digraphs.</p> <p><b>Writing:</b> Short narrative writing; re-reading writing.</p>	<p><b>Word Reading:</b> Common exception words; sentence reading.</p> <p><b>Writing:</b> Letter formation; phonetic spelling; sentences can be read by others.</p>
<b>Mathematics</b>	<p><b>Numerical Patterns:</b> Getting to know you; Just like me!</p>	<p><b>Number:</b> It's me, 1, 2, 3</p> <p><b>Numerical Patterns:</b> Light and dark</p>	<p><b>Number:</b> Alive in 5!</p> <p><b>Number:</b> Growing 6, 7, 8</p>	<p><b>Number:</b> Building 9 and 10</p>	<p><b>Number:</b> To 20 and beyond</p> <p><b>Numerical Patterns:</b> First, then, now</p>	<p><b>Numerical Patterns:</b> Find my pattern</p> <p><b>Numerical Patterns:</b> On the move</p>
<b>Understanding the World</b>	<p><b>Past and Present:</b> Compare past and present objects.</p> <p><b>People, Culture and Communities:</b> Similarities and differences; family routines.</p> <p><b>The Natural World:</b> Explore natural world- seasonal changes.</p>	<p><b>Past and Present:</b> Drawing on own past experiences.</p> <p><b>People, Culture and Communities:</b> Explore simple maps, introduce different countries and cultures.</p> <p><b>The Natural World:</b> Respect and care for the environment.</p>	<p><b>Past and Present:</b> Stories set in the past.</p> <p><b>People, Culture and Communities:</b> Exploring similarities and differences with other countries.</p> <p><b>The Natural World:</b> Similarities and differences in materials.</p>	<p><b>Past and Present:</b> Compare modern stories to traditional.</p> <p><b>People, Culture and Communities:</b> Exploring different beliefs, special people within communities.</p> <p><b>The Natural World:</b> Planting seeds, comment on the natural world.</p>	<p><b>Past and Present:</b> Chronological ordering of family; discuss lives of people and their role in society.</p> <p><b>People, Culture and Communities:</b> Discuss immediate environment, draw simple information from a map.</p> <p><b>The Natural World:</b> Observations of animals and plants.</p>	<p><b>Past and Present:</b> Understanding the past through fiction and real life.</p> <p><b>People, Culture and Communities:</b> Similarities in cultures and communities as well as countries.</p> <p><b>The Natural World:</b> Similarities and differences of environments; natural processes and changes.</p>
<b>Expressive Art and Design</b>	<p><b>Creating with Materials:</b> Constructs with purpose and begins to talk about what they've made.</p> <p><b>Being Imaginative and Expressive:</b> Songs and nursery rhymes.</p>	<p><b>Creating with Materials:</b> Giving meaning to marks.</p> <p><b>Being Imaginative and Expressive:</b> Small group role play; group singing.</p>	<p><b>Creating with Materials:</b> Simple tools and techniques.</p> <p><b>Being Imaginative and Expressive:</b> Expressing themselves to music.</p>	<p><b>Creating with Materials:</b> Creating with a variety of materials.</p> <p><b>Being Imaginative and Expressive:</b> Developing storylines within play.</p>	<p><b>Creating with Materials:</b> Sharing ideas and skills with other children; speak about their creations and the process.</p> <p><b>Being Imaginative and Expressive:</b> Invent, adapt and recount narratives.</p>	<p><b>Creating with Materials:</b> Explore colour, design, texture, form and function; make use of props and materials for role play.</p> <p><b>Being Imaginative and Expressive:</b> Perform songs and stories.</p>