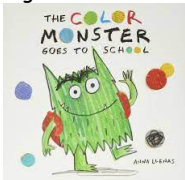
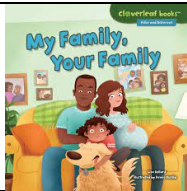
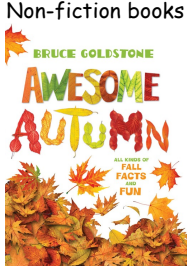
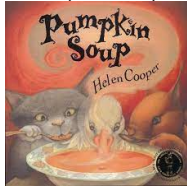


# Long Term Plan 2022-23

## Reception



| W/C                       | Significant Dates<br>Festivals etc<br>Visits/visitors | Focus<br>-Including<br>Role play<br>opportunities  | Book<br>Fiction/ Non-fiction/<br>Poems/rhymes  | Vocabulary<br>What is being introduced,<br>Wow Words introduced<br>during Talk time. | Main Links to Curriculum<br>Area of learning<br>Development Matters/Birth to 5<br>and ELG's  | Links to core British Values  | Maths Link<br>White Rose | Revisit opportunities   |
|---------------------------|---|--|--|--|--|---|--------------------------|---|
| Autumn 1 - 6 weeks 3 days |   |  |  |  |  |   |                          |   |
| 7/9/22<br>(3 days)        |   | Settling in Rules and behaviour<br>(send home for family photos etc)<br><br><b>Role Play - Home corner</b> | Colour Monster goes to school<br> | spooky monster exercise exhausted  | <b>DM:Reception</b><br>(CAL) Understand how to listen carefully and why listening is important<br>(PSE) Build constructive and respectful relationships.<br>(PSE) Identify and moderate their own feelings socially and emotionally.<br>(PSE) Know and talk about the different factors that support their overall health and wellbeing: screen time<br><br><b>ELG: Listening, Attention and Understanding - All</b><br><b>ELG: Speaking - All</b><br><b>ELG: Self-Regulation - All</b><br><b>ELG: Managing Self - All</b><br><b>ELG: Building Relationships - All</b> | <b>Rule of law</b> - links with expected behaviour in school and the classroom<br><br><b>Individual liberty</b> - freedom to make my own choices within the setting<br><br><b>mutual respect</b> - treating those around me as I expect to be treated myself<br><br><b>democracy</b> - book votes daily, talking about our learning choices and making our own influential decisions to the running of the class. (ongoing throughout all topics) | Getting to know you      | Traditional tale for book choices.<br>The three little pigs<br>Goldilocks<br>Little red riding hood<br>Gingerbread man<br>Three billy goats gruff |
| 12/9/22                   |   | Settling in - My family and I.<br>Who's in my family   | My Family, your family   | family treasure different important  | <b>DM:Reception</b><br>(CAL) Describe events in some detail<br>(CAL) Engage in non-fiction books   | <b>tolerance of those with different faiths and beliefs</b> - looking at different families and   | Getting to know you      |   |

# Long Term Plan 2022-23 Reception

|         |                                    |   |  |                            |   |  |   |  |
|---------|------------------------------------|---|--|----------------------------|---|--|---|--|
|         |                                    |   |                       |                            | (UTW) Remembers and talks about significant events in their own experience. (Range 5)<br><br><b>ELG: Past and Present (UTW)</b>   | how they vary from one to another  |   |  |
| 19/9/22 |                                    | What is Autumn?<br><br>Mind map<br>Autumn | Non-fiction books<br> | Autumn hibernate           | <b>DM: Reception</b><br>(CAL) Learn and use new vocabulary<br>(CAL) Engage in non-fiction books<br>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>(UTW) Explore the natural world around them<br>(UTW) Describe what they see, hear and feel whilst outside<br>(UTW) Understand the effect of changing seasons on the natural world around them. Research using search engines and look at photos.<br><br><b>ELG: The Natural World - 1 and 3</b><br><b>ELG: Creating with Materials - 1 and 2</b><br><b>ELG: People, Culture and Communities 1</b><br><b>ELG: Fine Motor Skills - 2</b> | <b>democracy</b> - book votes daily, talking about our learning choices and making our own influential decisions to the running of the class.  | Getting to know you   |  |
| 26/9/22 | Autumn walk in the school grounds. | Autumnal foods                            | Pumpkin Soup<br>    | trot<br>clatter<br>bagpipe | <b>DM: Reception</b><br>(PSE) Think about the perspectives of others.<br>(PSE) Express their feelings and consider the feelings of others.<br>(UTW) Explore the natural world around them.<br><b>ELG: Self-Regulation - 1</b><br><b>ELG: Managing Self - 2</b><br><b>ELG: Building Relationships - All</b>  | <b>democracy</b> - book votes daily, talking about our learning choices and making our own influential decisions to the running of the class.<br><br><b>mutual respect</b> - treating those around me as I expect to be treated myself | <b>Just like me!</b><br>Match and sort<br><br>Texts - Frog and Toad, A lost Button. |  |
| 3/10/22 | Harvest                            | Harvest -RE Unit                          | Non Fiction Books  | harvest<br>foodbank        | <b>DM:</b>  | <b>tolerance of those with different faiths and</b>  | <b>Just like me!</b>  |  |

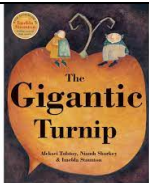
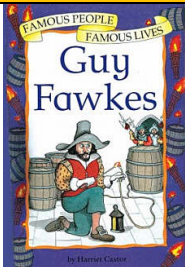
# Long Term Plan 2022-23

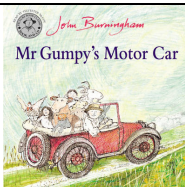
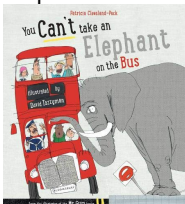
## Reception

|          |  |  |  |  |   |   |   |                 |
|----------|--|--|--|--|---|---|---|-----------------|
|          |  | chatterbox   |   | Globe  | <p>(CAL) Articulate their ideas and thoughts in well-formed sentences.</p> <p>(CAL) Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.</p> <p>(PSE) Think about the perspectives of others</p> <p>(UTW) Recognises some similarities and differences between life in this country and life in other countries.</p> <p>(UTW) Recognise some environments that are different from the one in which they live.</p> <p>(UTW) Understand the effects of changing seasons on the natural world around them.</p> <p><b>ELG: People, Culture and Communities - 1, 3</b></p> <p><b>ELG: The Natural World - 2, 3</b></p> <p><b>ELG: Self-Regulation - 1</b></p> <p><b>ELG: Building Relationships - 3</b></p> | <p><b>beliefs</b> - looking at different families and lives and how they vary from one to another in our country and in other countries.</p>  | Compare amounts   |                 |
| 10/10/22 |  | <p>Little Red Hen</p> <p>-</p> <p>Talk for writing (fiction)</p> |  | grain<br>wheat<br>mill                       | <p><b>DM: Reception</b></p> <p>(CAL) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>(PSE) Think about the perspectives of others</p> <p><b>ELG: Self-Regulation - 1, 2</b></p> <p><b>ELG: Managing Self - 2</b></p> <p><b>ELG: Building Relationships - All</b></p>  | <p><b>Rule of law</b> - links with expected behaviour in school and the classroom</p> <p><b>Individual liberty</b> - freedom to make my own choices within the setting</p> <p><b>mutual respect</b> - treating those around me as I expect to be treated myself</p> | <p><b>Just like me!</b></p> <p>Compare size, mass and capacity.</p> <p>Exploring pattern.</p> <p>Weight , money</p> | Revisit harvest |
| 17/10/22 |  | <p><b>Walk to Tesco to buy different</b></p>                     | The Gigantic Turnip  | crooked<br>overgrown<br>sniffed<br>harvested | <p><b>DM: Reception</b></p> <p>(CAL) Connect one idea or action to another using a range of connectives</p> <p>(CAL) Describe events in some detail</p>   | <p><b>mutual respect</b> - treating those around me as I expect to be treated myself</p>  | <p><b>It's me 1, 2, 3!</b></p> <p>Representing 1, 2, 3.</p>   | Revisit harvest |

# Long Term Plan 2022-23

## Reception

|                           |                 |  |   |   |  |   |  |   |
|---------------------------|-----------------|--|---|---|--|---|--|---|
|                           |                 | turnips/<br>squashes etc<br><br>Revisit Mind<br>Map  |  | tugged  | (CAL) Listen to and talk about stories to build familiarity and understanding.<br>(PSE) Build constructive and respectful relationships.<br><br><b>ELG: Self-Regulation - 1, 2</b><br><b>ELG: Managing Self - 1, 2</b><br><b>ELG: Building Relationships - All</b>   |   | Comparing 1, 2, 3<br>Composition of 1, 2, 3<br><br><b>Texts: Rosie's walk</b><br><b>Each Peach Pear Plum</b> |   |
| Autumn 2 - 7 weeks 3 days |                 |  |   |   |  |   |  |   |
| 31/10/22                  | Bonfire Night   | Guy Fawkes and bonfire safety.<br><br>Rhyme - Remember Remember...<br><br>Looking at London<br><br>Bonfire night/ firework dance |  | Fireworks<br>Guy Fawkes<br>Bonfire<br>Different<br>Safe | <b>DM: Reception</b><br>(CAL) Describe events in some detail<br>(CAL) Learn rhymes<br>(CAL) Engage in non-fiction books<br>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>(UTW) Compare and contrast characters from stories, including figures from the past.<br>(UTW) Talks about past and present events in their own lives and the lives of family members.(Range 6)<br>(PD) Combine different movements with ease and fluency.<br>Create collaboratively.<br>Watch and talk about performances.<br>Perform solo and in groups<br><b>ELG: Managing Self - 2</b><br><b>ELG: Past and present - 2, 3</b><br><b>ELG: Creating with materials - 3</b><br><b>ELG: Being imaginative and Expressive - 1</b> | <b>Rule of law - links with expected behaviour in school and the classroom and the behaviour carried out in the past that was against the law</b> | <b>It's me 1, 2, 3!</b><br>Representing 1, 2, 3.<br>Comparing 1, 2, 3<br>Composition of 1, 2, 3              |   |
| 7/11/22                   | Remembrance Day | Transport<br><br>Mind Map<br>Transport   | Mr Gumpy's Motor Car  | Vehicle<br>Past<br>Present<br>Future                    | <b>DM: Reception</b><br>(CAL) Use talk to help work out problems and organise thinking and   | <b>Individual liberty - freedom to make my own choices within the setting</b>   | <b>It's me 1, 2, 3!</b><br>Circles and triangles   | Revisit the past from Guy Fawkes - recall what 'past' means |

|          |  |  |   |  |   |  |  |   |
|----------|--|--|---|--|---|--|--|---|
|          |  | <p>Tapestry - photos of children on different modes of transport</p> <p><b>Role Play - Train station</b></p> |    | <p>Improve</p>   | <p>activities and to explain how things work and why they might happen.<br/>(UTW) Comment on images of familiar situations in the past<br/>(UTW) Talks about past and present events in their own lives and the lives of family members.(Range 6)<br/>(EAD) Create collaboratively, sharing ideas, resources and skills.<br/>(EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG: Self-Regulation - 1, 2</b><br/><b>ELG: Managing Self - 1, 2</b><br/><b>ELG: Building Relationships - All</b><br/><b>ELG: Past and present - 2, 3</b><br/><b>ELG: Creating with Materials - 1 and 2</b><br/><b>ELG: Fine Motor Skills - 2</b></p> |  | <p>Positional language</p>   |   |
| 14/11/22 |  | <p>Transport Ticket to Ride</p> <p>Plan taking the children on a ride on a bus and train</p>                 | <p>You can't take an elephant on a bus</p>  | <p>Conveyance<br/>Crashing<br/>Passengers<br/>Capsize<br/>Gobble</p> | <p><b>DM: Reception</b><br/>(CAL) Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen,<br/>(UTW) Comment on images of familiar situations in the past<br/>(UTW) Talks about past and present events in their own lives and the lives of family members.(Range 6)<br/>(EAD) Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>ELG Comprehension - All</b><br/><b>ELG: Past and present - All</b><br/><b>ELG: People, Culture and Communities - 3</b></p>   | <p><b>Individual liberty - freedom to make my own choices within the setting</b></p> | <p><b>Light and dark</b><br/>Representing numbers to 5</p> <p><b>Texts: Peace at Last</b><br/><b>Kipper's Birthday</b></p> | <p>Revisit old fashioned cars from Mr Gumpy</p> |

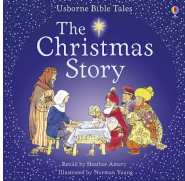
# Long Term Plan 2022-23

## Reception

|          |  |  |   |   |  |  |   |                                  |
|----------|--|--|---|---|--|--|---|----------------------------------|
| 21/11/22 |  | Transport<br>Ticket to Ride  | Oi Get off our train<br> | extinct<br>protect<br>environment<br>habitat<br>imagination | <b>DM: Reception</b><br>(CAL) Articulate their ideas and thoughts in well-formed sentences.<br>(UTW) Explore the natural world around them.<br>(UTW) Recognise some environments that are different from the one in which they live.<br>(UTW) Understand the effect of changing seasons on the natural world around them.<br>(UTW) Talks about past and present events in their own lives and the lives of family members.(Range 6)<br><br><b>ELG: The Natural World - All</b><br><b>ELG: Past and present - All</b>   | <b>mutual respect</b> - treating those around me as I expect to be treated myself<br>Thinking about our environment should be cared for<br><br><b>Rule of Law</b> - understanding that people are responsible for their actions in the world | <b>Light and dark</b><br>One more and less            | Revisit old trains               |
| 28/11/22 |  | Transport<br>Space<br><br>Talk for writing<br>(non fiction)<br><br>Revisit mind maps | Neil Armstrong<br>       | astronaut<br>pilot<br>leap<br>launch<br>perform             | <b>DM: Reception</b><br>(CAL) Ask questions to find out more and to check they understand what has been said to them.<br>(CAL) Describe events in some detail<br>(CAL) Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen,<br>(UTW) Compare and contrast characters from stories, including figures from the past. Use search engines to find out information.<br>(EAD) Create collaboratively, sharing ideas, resources and skills.<br>(EAD) Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br><br><b>ELG: Past and present - All</b><br><b>ELG: The Natural World - 2, 3</b> | <b>Individual liberty</b> - freedom to make my own choices within the setting and in the wider world and these decisions can influence the lives around me   | <b>Light and dark</b><br>Shapes with 4 sides.<br>Time | People in the past<br>Guy Fawkes |

# Long Term Plan 2022-23

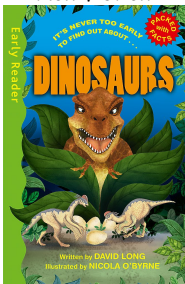
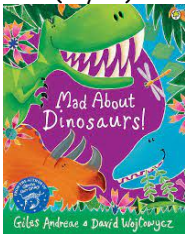

## Reception

|                      |  |   |  |   |  |   |               |   |
|----------------------|--|---|--|---|--|---|---------------|---|
|                      |  |   |  |   | <b>ELG Comprehension - All</b><br><b>ELG: Being Imaginative and Expressive - All</b><br><b>ELG: Speaking - 1</b><br><b>ELG: Self-Regulation - 3</b>  |   |               |   |
| 5/12/22              | Trip to the Pantomime 5.12.22<br>10am Victoria Halls | Christmas RE Chatterbox<br><b>Polar express role play</b> | Christmas story<br> | Christmas nativity celebrate church special | <b>DM: Reception</b><br>(CAL) Learn new vocabulary<br>(CAL) Describe events in some detail<br>(UTW) Understand that some places are special to members of their community.<br>(UTW) Recognise that people have different beliefs and celebrate special times in different ways.<br>(UTW) Recognise some similarities and differences between life in this country and life in other countries<br>(EAD) Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>(EAD) Watch and talk about dance and performance art expressing their feelings and responses.<br><b>ELG: People, Culture and Communities - 1, 2, 3</b><br><b>ELG: Creating with Materials - All</b> | <b>Individual liberty - freedom to make my own choices</b><br><br><b>mutual respect - treating those around me as I expect to be treated myself</b><br><br><b>tolerance of those with different faiths and beliefs - looking at different faiths and cultural celebrations in the world around us</b> | Consolidation | Christmas story people from the past<br>How do they look different? |
| 12/12/22             | Nativity performances                                | Christmas Panto   |  |   |  |   |               | Seasons, seasonal changes into winter                               |
| 19/12/22<br>(3 days) | Christmas Party<br><br>Meeting Father Christmas      | Christmas   |  |   |  |   |               |   |

Spring 1 - 6 weeks

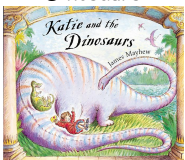
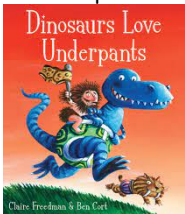
# Long Term Plan 2022-23

## Reception

|         |   |  |   |   |   |  |   |   |
|---------|---|--|---|---|---|--|---|---|
| 9/1/23  |   | <p>Dinosaurs</p> <p><b>Role play - Dino Diner</b></p>                                | <p>Dinosaur facts<br/>Non-fiction</p>    | <p>dinosaur<br/>fossil<br/>palaeontologist<br/>extinct<br/>volcano<br/>past (re-visit)<br/>present (re-visit)<br/>environment(re-visit)</p> | <p><b>DM: Reception</b><br/>(CAL) Learn new vocabulary<br/>(CAL) Use new vocabulary<br/>(CAL) Ask questions to find out more and to check they understand what has been said to them.<br/>(CAL) Engage in non-fiction books<br/>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>(UTW) Begin to understand how the world has changed since the time of the dinosaurs.<br/>(EAD) Develop storylines in their pretend play<br/><b>ELG: Past and present - 2, 3</b><br/><b>ELG: The Natural World - All</b></p>  |  | <p><b>Alive in 5</b><br/>Introducing zero</p> <p><b>Texts: Room on a Broom Squash and a Squeeze</b></p> | <p>Changes from the past<br/>Different environments<br/>- Oi Get off Our Train</p>  |
| 16/1/23 | Chinese new year 22 <sup>nd</sup> January | <p>Dinosaurs</p> <p>Performing rhymes - introducing instruments with the rhymes.</p> | <p>Mad about dinosaurs - Talk for writing (rhyme)</p>  <p>Story of Chinese New Year animals</p>  | <p>shriek<br/>roar<br/>gaping<br/>armour<br/>rhyme</p> <p>Chinese zodiac<br/>red envelope<br/>celebration<br/>presents</p>                  | <p><b>DM: Reception</b><br/>(CAL) Listen carefully to rhymes and songs - paying attention to how they sound.<br/>(CAL) Learn rhymes and poems<br/>(UTW) Begin to understand how the world has changed since the time of the dinosaurs.<br/>(EAD) Explore and engage in music making<br/><b>ELG:Comprehension - All</b><br/><b>ELG:Being Imaginative, Expressive - All</b><br/><b>ELG:Speaking - 1</b><br/><b>ELG:Self-Regulation - 3</b></p> <p>(UTW) Recognise that people have different beliefs and celebrate special times in different ways.<br/>(UTW) Recognise some similarities and differences between life in this country and life in other countries.</p> |  | <p><b>Alive in 5</b><br/>Comparing numbers to 5<br/>Composition of 4 and 5</p>                          | <p>Talk for Writing<br/>Show the children the story/text maps from the previous term - can they recall them?</p> <p>Links with celebrations at Christmas, family celebrations</p> |

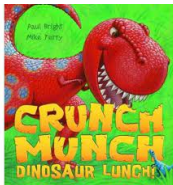
# Long Term Plan 2022-23

## Reception

|         |   |   |   |   |  |  |   |  |
|---------|---|---|---|---|--|--|---|--|
|         |   |   |   |   | <p>(EAD) Listen attentively, move to an talk about music expressing their feelings and responses.</p> <p><b>(ELG: Self-Regulation - All</b><br/> <b>ELG: Managing Self - All</b><br/> <b>ELG: Building Relationships - All</b><br/> <b>ELG: Past and Present - 2, 3</b><br/> <b>ELG: People and Communities - All</b></p>  |  |   |  |
| 23/1/23 | <p>Trip to Bolton Museum for dinosaur workshop</p> <p>Trip on a bus</p> | <p>Visit to Bolton library dinosaur workshop</p> <p>Ride on a bus</p> | <p>Katie and the Dinosaurs</p>     | <p>museum admittance</p> <p>imagine</p> <p>hadrosaurus</p> <p>fragile</p> <p>excavate</p> | <p><b>DM: Reception</b></p> <p>(CAL) Understand how to listen carefully and why learning is important.</p> <p>(CAL) Use new vocabulary through the day</p> <p>(CAL) Ask questions to find out more and to check they understand what has been said to them</p> <p>(CAL) Describe events in some detail</p> <p>(UTW) Begin to understand how the world has changed since the time of the dinosaurs.</p> <p><b>ELG: Creating with Materials - All</b><br/> <b>ELG: The Natural World - 3</b></p> |  | <p><b>Alive in 5</b></p> <p>Comparing mass</p> <p>Compare capacity</p>  | Transport  |
| 30/1/23 |   | Dinosaurs   | <p>Dinosaurs love underpants</p>  | <p>extinct</p> <p>history</p> <p>prehistoric</p> <p>tyrannosaurus rex</p>                 | <p><b>DM: Reception</b></p> <p>(CAL) Understand how to listen carefully and why learning is important.</p> <p>(CAL) Use new vocabulary through the day</p> <p>(CAL) Ask questions to find out more and to check they understand what has been said to them</p> <p>(CAL) Describe events in some detail</p> <p>(UTW) Begin to understand how the world has changed since the time of the dinosaurs.</p> <p><b>ELG: Creating with Materials - All</b><br/> <b>ELG: The Natural World - 3</b></p> |  | <p><b>Growing 6, 7 and 8</b></p> <p>Making pairs</p> <p><b>Texts: Six</b><br/> <b>Dinner Sid</b><br/> <b>Jasper's</b><br/> <b>Beanstalk</b></p> | <p>animals becoming extinct - Oi get off our train</p> <p>dressing in the past/ history - guy Fawkes</p> |

# Long Term Plan 2022-23



## Reception

|         |  |                           |  |  |  |  |  |  |
|---------|--|---------------------------|--|--|--|--|--|--|
| 6/2/23  | Revisit mind maps about dinosaurs  | Dinosaurs                 | Crunch Munch Dinosaur Lunch<br> | hunting<br>adoring<br>rhyme (revisited)  | <b>DM: Reception</b><br>(CAL) Listen carefully to rhymes and songs paying attention to how they sound.<br>(UTW) Begin to understand how the world has changed since the time of the dinosaurs.<br><b>ELG Comprehension - All</b><br><b>ELG: Listening, Attention and Understanding - All</b>   |  | <b>Growing 6, 7 and 8</b><br>Combining 2 groups      | Links with family from Autumn 1<br>hunting - links with Oi<br>get off our train                  |
| 13/2/23 | Valentine's Day 14 <sup>th</sup> February<br><br>Shrove Tuesday<br>21/2/23 | RE unit - What is prayer? |  | prayer<br>love<br>Jesus<br>church<br>mosque<br>religion<br>valentine<br>secret | (PSE) See themselves as a valuable individual<br>(PSE) Identify and moderate their own feelings socially and emotionally.<br>(UTW) Understand that some places are special to members of their community.<br>(UTW) Recognise that people have different beliefs and celebrate special times in different ways.<br>(UTW)<br><b>ELG: People, Culture and Communities - 2, 3</b><br><b>ELG: Self-Regulation - 1</b><br><b>ELG: Managing Self - 2</b><br><b>ELG: Building Relationships - 2, 3</b> | <b>tolerance of those with different faiths and beliefs - looking at different families and lives and how they vary from one to another in our country and in other countries. Looking at the ways that different faiths pray and where their places of worship are.</b> | <b>Growing 6, 7 and 8</b><br>Length, height and time | Links with Christmas and places of worship<br><br>Links with History and the past - St Valentine |

Spring 2 - 5 weeks

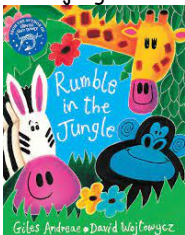
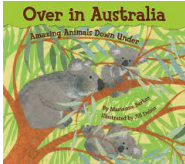
# Long Term Plan 2022-23

## Reception

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|---------|--|---|--|---|---|--|--|---|
| 27/2/23 |  | <p>Journey round the world<br/>The UK<br/>(Comparing Farnworth and London)<br/>Where will you go on your adventure?</p> | <p>Facts and information<br/>Paddington<br/>Katie Goes to London<br/>Royal Babies Big Red Bus<br/>Amelia Earhart</p>  | <p>journey<br/>compare<br/>different<br/>passport<br/>travel<br/>environment<br/>London<br/>Capital city<br/>royal<br/>queen<br/>palace<br/>tourist<br/>underground</p> | <p>(CAL) Ask questions to find out more and to check they understand what has been said to them.<br/>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>(CAL) Articulate their ideas and thoughts in well-formed sentences.<br/>(UTW) Draw information from a simple map<br/>(UTW) Explore the natural world around them<br/>(UTW) Describe what they see, hear, and feel whilst outside.<br/>(UTW) Recognise some environments are different from the one in which they live.<br/>(UTW) Comment on images of familiar situations in the past.<br/>(UTW) Compare and contrast characters from stories, including figures from the past.<br/><b>ELG: People, Culture and Communities - 1</b></p> |  | <p><b>Find my Pattern</b><br/>Doubling,<br/>Sharing and<br/>grouping</p> <p><b>Texts: Ness the Nurse<br/>What the Ladybird heard</b></p> | <p>Different environments<br/>- Oi Get off our Train.<br/>Dinosaurs<br/>Links with environments and habitats<br/>Link with London from Guy Fawkes.<br/>Links with history of cars from Transport topic.</p> |
| 6/3/23  |  | <p>Spain</p> <p>Taste some spanish food.</p> <p>flamenco dancing - watch some and try to do some using castanets.</p>   | <p>Non fiction and facts</p>    | <p>flamenco<br/>spanish<br/>language<br/>cuisine<br/>Europe</p>   | <p>(CAL) Ask questions to find out more and to check they understand what has been said to them.<br/>(CAL) Connect one idea or action to another using a range of connections.<br/>(CAL) Engage in non-fiction books<br/>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>(UTW) Recognise some environments are different from the one in which they live.</p>  | <p>tolerance of those with different faiths and beliefs - looking at different families and lives and how they vary from one to another in our country and in other countries.</p> | <p><b>Find my Pattern</b><br/>Spatial reasoning.<br/>Visualise and build</p>   | <p>Links with environments</p>  |

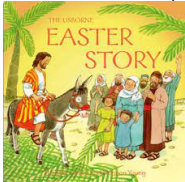
# Long Term Plan 2022-23

## Reception


|         |                         |  |   |   |  |  |  |   |
|---------|-------------------------|--|---|---|--|--|--|---|
|         |                         |  |   |   | <p>(UTW) Recognise some similarities and differences between life in this country and life in other countries.<br/>(EAD) Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p><b>ELG: People, Culture and Communities - 1, 3</b><br/>USe google earth to compare environments</p>   |  |  |   |
| 13/3/23 | Mother's Day<br>19/3/23 | Kenya<br><br>Visit to<br>Blackpool Zoo | <p>Rumble in the jungle</p>  | <p>safari<br/>swahili<br/>Africa<br/>African animals<br/>(check chn know the animal names)<br/>tribal</p> | <p>(CAL) Listen carefully to rhymes and songs - paying attention to how they sound.<br/>(CAL) Learn rhymes and poems<br/>(EAD) Explore and engage in music making<br/>(UTW) Recognise some environments are different from the one in which they live.<br/>(UTW) Recognise some similarities and differences between life in this country and life in other countries.<br/><b>ELG: People, Culture and Communities - 1, 3</b></p>  |  | <p><b>On the Move</b><br/>Deepening understanding patterns and relationships</p> <p>Texts: Once upon a time<br/>map<br/>Mr Archimedes<br/>Bath</p> | <p>Rhyme - Mad about Minibeast, Mad about Dinosaurs</p> |
| 20/3/23 |                         | Australia                              | <p>Over in Australia</p>    | <p>aborigine<br/>landmark<br/>kangaroo<br/>didgeridoo<br/>barrier reef</p>                                | <p>(CAL) Ask questions to find out more and to check they understand what has been said to them.<br/>(CAL) Connect one idea or action to another using a range of connections.<br/>(CAL) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>(UTW) Recognise some environments are different from the one in which they live.<br/>(UTW) Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>tolerance of those with different faiths and beliefs - looking at different families and lives and how they vary from one to another in our country and in other countries.</p> | <p><b>On the Move</b><br/>Deepening understanding patterns and relationships</p>   | <p>Links with environments and habitats</p>             |

# Long Term Plan 2022-23

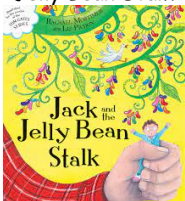
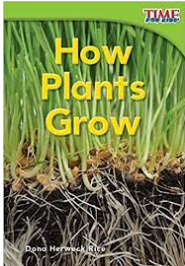
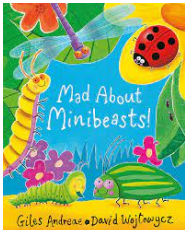
## Reception

|         |                                      |  |   |   |  |   |               |  |
|---------|--------------------------------------|--|---|---|--|---|---------------|--|
|         |                                      |  |   |   | ELG: People, Culture and Communities - 1, 3  |   |               |  |
| 27/3/23 | 9 <sup>th</sup> April 2023<br>Easter | Easter<br><br>RE -<br>Chatterbox<br><br>Spring walk to<br>the<br>community<br>garden | The Easter Story<br> | Good friday<br>palm Sunday<br>crucify<br>resurrection<br>cross<br>lent<br>last supper<br>disciples<br>tomb<br>angel | (CAL) Learn new vocabulary<br>(CAL) Describe events in some detail<br>(UTW) Understand that some places are special to members of their community.<br>(UTW) Recognise that people have different beliefs and celebrate special times in different ways.<br>(UTW) Recognise some similarities and differences between life in this country and life in other countries<br>(UTW) Understand the effect of changing seasons on the natural world around them.<br>(EAD) Listen attentively, move to and talk about music, expressing their feelings and responses.<br>ELG: People and Communities - 2<br>ELG: The Natural World - 1, 3 | tolerance of those with different faiths and beliefs - looking at different families and lives and how they vary from one to another in our country and in other countries. Discussing the Christian celebration of Easter and comparing that with the way others faiths choose to celebrate. | Consolidation | Christmas celebrations with different religions. |

## Summer 1 - 6 weeks

|         |  |                 |   |  |   |   |  |  |
|---------|--|-----------------|---|--|---|---|--|--|
| 17/4/23 | 23 <sup>rd</sup> April St<br>Georges Day<br><br>21 <sup>st</sup> /22 <sup>nd</sup> April Eid | St George's Day | Story of St<br>George<br> | St George<br>Dragon<br>shield<br>castle<br>knight<br>England | (CAL) Describe events in some detail<br>(UTW) Compare and contrast characters from stories, including figures from the past.<br>(UTW) Comment on images of familiar situations in the past.<br>(EAD) Develop storylines into their pretend play.<br>ELG: Past and present - All | Rule of law - links with expected behaviour in school and the classroom<br><br>Individual liberty - freedom to make my own choices within society<br>mutual respect - treating those around me as I expect to be treated myself | To 20 and Beyond<br>Building numbers beyond 10<br><br>Texts: 1 to 10 and back again<br>20 Big trucks in the middle of the street | Changes from the past - transport, Guy Fawkes (dress), dinosaurs |
|---------|--|-----------------|---|--|---|---|--|--|

# Long Term Plan 2022-23 Reception

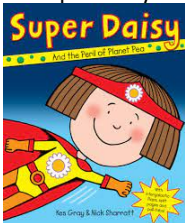
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|--------------------|--|---|--|--|---|--|--|--|
| 24/4/23            | The world around us - our environment.<br>Planting | Planting beans and Jelly Beans<br><br>Role play - Garden Centre | Jack and the Jelly Bean Stalk<br>         | delicious<br>imagination<br>adventure<br>rhyme (revisit)<br>giant                          | (CAL) Ask questions to find out more and to check they understand what has been said to them.<br>(CAL) Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.<br>(UTW) Describe what they see, hear and feel outside.<br>(UTW) Understand the effect of changing seasons on the natural world around them.<br><b>ELG: The Natural World - All</b>  |  | <b>To 20 and Beyond</b><br>Counting patterns beyond 10<br>Height   | Jack and the Beanstalk<br>links to rhyme taught previously                   |
| 1/5/23<br>(4 days) |  | Planting seeds  | Non fiction about growing and plants<br> | grow<br>seed<br>germination<br>bud<br>leaves<br>petals<br>bulb<br>pollen<br>stem<br>sprout | (CAL) Ask questions to find out more and to check they understand what has been said to them.<br>(CAL) Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.<br>(UTW) Describe what they see, hear and feel outside. Take photos on the IPAD of what we have found.<br>(UTW) Understand the effect of changing seasons on the natural world around them.<br><b>ELG: The Natural World - All</b> |  | <b>To 20 and Beyond</b><br>Spatial reasoning.<br>Match, rotate, manipulate                                 | Autumn<br>Seasons<br>Little Red Hen,<br>Harvest, Gigantic<br>Turnip          |
| 8/5/23             |  | Bug hunt - local area   | Mad about minibeasts<br>                | minibeast<br>insect<br>antennae<br>feelers<br>habitat                                      | (CAL) Ask questions to find out more and to check they understand what has been said to them.<br>(CAL) Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.  |  | <b>First, then, now</b><br>Adding more<br><br>Texts: Jack and the Flum<br>Flum tree<br>The Shopping basket | Rhyme - mad about dinosaurs, If I were a superhero<br>Links back to habitats |

## Reception

## Summer 2 - 7 weeks

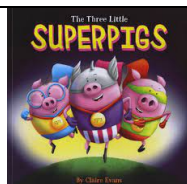

# Long Term Plan 2022-23

## Reception

|         |   |   |  |   |  |   |   |  |
|---------|---|---|--|---|--|---|---|--|
| 5/6/23  |   | <p>Superheroes</p> <p><b>Role play - Superhero hideout</b></p> <p>Organise visits from real life superheroes. (Fire, police, vet)</p> | <p>Supertato Veggies Assemble</p>   | <p>Heroes rescue commit vanished screeched</p>      | <p><b>DM: Reception</b></p> <p>(CAL) Listen to and talk about stories to build familiarity and understanding. (CAL) Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (UTW) Talk about members of their immediate family and community. (UTW) Name and describe people who are familiar to them. (UTW) Explore the natural world around them.</p>  | <p><b>Rule of law</b> - links with expected behaviour in school and the classroom</p> <p><b>Individual liberty</b> - freedom to make my own choices within the setting</p> <p><b>mutual respect</b> - treating those around me as I expect to be treated myself</p> | <p><b>Building 9 and 10</b></p> <p>Comparing numbers to 10</p> <p><b>Texts: 10 black dots Engines Engines</b></p> |  |
| 12/6/23 | Father's Day 18/6/22                        | <p>Superheroes</p> <p>Use Comicstrip APP to make own comic strips.</p>  | <p>Super Daisy</p>                  | <p>peril collides explode dislike</p>               | <p>(EAD) Develop storylines in their play - use Beebot to escape from Evil Pea.</p> <p><b>ELG: Managing Self - All</b></p> <p><b>ELG: Self-Regulation - 1, 2</b></p> <p><b>ELG: Managing Self - All</b></p> <p><b>ELG: Self-Regulation - 1, 2</b></p>  |   | <p><b>Building 9 and 10</b></p> <p>Bonds to 10</p>  | <p>Toothbrushing - keeping healthy healthy and unhealthy foods</p> |
| 19/6/23 |   | <p>Superheroes</p> <p>Investigate with magnets</p>  | <p>Elliot Midnight Super Hero</p>  | <p>midnight meteor scientist transformed sleuth</p> | <p>(UTW) Recognise some similarities and differences between life in this country and life in other countries. Use google earth. (UTW) Comment on images of familiar situations in the past. (UTW) Recognise some environments that are different from the one in which they live. Use google earth.</p> <p><b>ELG: Past and Present - 1</b></p> <p><b>ELG: Comprehension - All</b></p> <p><b>ELG: Managing Self - All</b></p> <p><b>ELG - Self Regulation - All</b></p> | <p><b>Rule of law</b> - links with expected behaviour in school and the classroom</p> <p><b>Individual liberty</b> - freedom to make my own choices within the setting</p> <p><b>mutual respect</b> - treating those around me as I expect to be treated myself</p> | <p><b>Building 9 and 10</b></p> <p>Length, height and time</p>  | <p>links back with science and water gages etc</p>                 |
| 26/6/23 | 29 <sup>th</sup> /30 <sup>th</sup> June Eid | <p>Superheroes</p>  | <p>Super Pigs</p>  | <p>captured police crime defeat solve</p>           | <p>(UTW) Explore the natural world around them. (EAD) Return to and build on their previous learning, refining and</p>   | <p><b>Rule of law</b> - links with expected behaviour in school and the classroom</p>   | <p><b>Consolidation</b></p>   | <p>Three Little Pigs links with real life heroes</p>               |

# Long Term Plan 2022-23

## Reception

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|---------|--|--|--|--|---|--|--|--|
|         |  |  |   | mystery  | developing their ability to represent them.<br>(EAD) Create collaboratively, sharing ideas, resources and skills.<br><b>ELG: Managing Self - 1, 2</b><br><b>ELG: Self-Regulation - 1, 2</b><br><b>ELG: Building Relationships - All</b><br><b>ELG: Creating with Materials - 1</b>  | <b>Individual liberty</b> - freedom to make my own choices within the setting<br><br><b>mutual respect</b> - treating those around me as I expect to be treated myself |  |  |
| 3/7/23  |  | Superheroes<br>Real life heroes to visit school<br><br>T4W<br><br>Perform the poem with musical instruments. | <p>If I was a superhero poem</p>  <p>- Talk for writing<br/>- Rhyme</p> | courageous<br>reliable<br>brave<br>villain   | (CAL) Listen carefully to rhymes and songs paying attention to how they sound.<br>(CAL) Learn rhymes and poems<br>(UTW) Comment on images of familiar situations in the past.<br>(EAD) Explore and engage in music making and dance, performing solo or in groups.<br><b>ELG Comprehension - All</b><br><b>ELG: Being Imaginative and Expressive - All</b><br><b>ELG: Speaking - 1</b><br><b>ELG: Self-Regulation - 3</b> |  | <b>Consolidation</b><br><br>Recall T4W - Mad about Dinosaurs<br><br>Links with real life heroes-roles in society |  |
| 10/7/23 |  | Graduation/<br>Memories  |  | graduation<br>memory<br>ambition<br>recall<br>feelings<br>nervous<br>excited<br>change | (CAL) Articulate their thoughts and memories in well-formed sentences<br>(CAL) Describe events in some detail.<br>(PSE) Express their feelings and consider the feelings of others.<br>(UTW) Begin to make sense of their own life-story and family's history.<br><b>ELG: Self-Regulation - All</b><br><b>ELG: Managing Self - All</b><br><b>ELG: Building Relationships - All</b>  |  | <b>Consolidation</b><br><br>links with all taught throughout the year  |  |
| 17/7/23 |  | Memories<br><br>Look through Tapestry.   |  | memory<br>ambition<br>recall<br>feelings<br>nervous<br>excited<br>change               | (CAL) Articulate their thoughts and memories in well-formed sentences<br>(CAL) Describe events in some detail.<br>(PSE) Express their feelings and consider the feelings of others.<br>(UTW) Begin to make sense of their own life-story and family's history.  |  | <b>Consolidation</b><br><br>links with all taught throughout the year  |  |

## Long Term Plan 2022-23

## Reception

|  |  |                                     |  |  |   |  |  |  |
|--|--|-------------------------------------|--|--|---|--|--|--|
|  |  | Look through<br>Learning<br>Journal |  |  | ELG: Self-Regulation - All<br>ELG: Managing Self - All<br>ELG: Building Relationships - All |  |  |  |
|--|--|-------------------------------------|--|--|---|--|--|--|