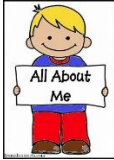


St Richard's RC Primary School Long-Term Plan for Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-termly Theme	All About Me! 	Celebrations & Festivals 	Traditional Tales 	Spring and Growing 	Animals and Dinosaurs 	All Around the World 
Religious Education	BTK: Our Lady's birthday Caritas: Family & Community Come and see: God knows my name	BTK: All Saints & All Souls Caritas: Stewardship Come and see: Baptism/Christmas birthday	BTK: The Feast of the Presentation of Our Lord Caritas: Dignity of work Come and see: Celebrations	BTK: Lenten symbols and legends Caritas: Rights and responsibilities Come and see: Gathering/Growing and Easter	BTK: Pentecost Caritas: Solidarity of the common good Come and see: Pentecost and Good News	BTK: St Richard Caritas: Dignity of the human person Come and see: Reconciliation Universal Church Other Religions
Communication and Language Listening, Attention and Understanding Speaking Progression of Skills in Spoken Language	-I can follow simple instructions (with two or more parts) reliably -I engage in story times -I am starting to share my ideas with familiar adults -I can talk to others (adults and children) -I can say how I feel using talk as a tool	-I can demonstrate good listening behaviours (Weekend Bear, story times) -I can wait and take turns in conversation -I like to join in with familiar songs and rhymes (Nativity songs/Nursery rhymes) -I use talk to organise my thoughts -I can listen to and talk about stories, rhymes and non-fiction -I can learn new vocabulary -I can share my ideas using talk as a tool End of Autumn Term Assessment	-I can respond to what I have heard by asking questions and saying what I think -I ask questions about what I have heard -I can engage in stories, rhymes -I can retell a story with some exact repetition and some words of my own -I can use well-formed sentences	-I can listen to and talk about non-fiction books -I can respond to what others say -I can share my ideas in small groups -I can share my ideas with familiar adults -I can explain events that have already happened in detail -I can engage in non-fiction texts sharing my ideas about them and using new vocabulary -I am starting to use past, present and future tenses End of Spring Term Assessment	-I can make comments about what I have heard -I can listen carefully -I can use vocabulary from stories, non-fiction, rhyme and poems -I can use full sentences using past, present and future tenses	-I can respond with questions, comments and actions -I can ask questions to help me understand -I can engage in conversation with my friends and teachers -I can take part in whole class and group discussions -I can explain why things happen/ might happen -I can express ideas and feelings -I can use conjunctions (with support and modelling) to connect my ideas Data Submission (June)
Personal Social Emotional Development Self-Regulation	-I can follow simple instructions -I can identify my own different feelings and those of others -I can try new activities -I can tell others about	-I can keep on trying when I find something difficult -I am starting to sit and listen more consistently during adult focus time -I am starting to be	-I can say what I am good at and what I would like to improve -I can say how others are feeling based on their expressions and actions	-I can stay calm in the face of frustration -I can sit and listen during adult focus time -I can follow instructions with two or more parts	-I can say how I and others are feeling -I can show my understanding of feelings by changing my behaviour -I can listen to and respond to adults	-I can set myself goals -I can wait for my requests and needs to be met -I can follow instructions accurately (several ideas/ actions)

Managing Self Building Relationships	my work and play -I am starting to know ways to stay healthy (snack time, healthy lunch) -I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc. -I can express and identify my feelings -I am starting to form good relationships with the familiar adults in my class	aware of rules in the classroom -I can dress and undress for PE -I can share and co-operate with my friends -I can work with a small group of children, sharing ideas End of Autumn Term Assessment	-I can talk about the school and class rules -I can talk about what is right and wrong (good/bad characters) -I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, (during PE) -I can show friendly behaviour in the classroom and around school -I am developing friendships with lots of different people	-I can keep on trying even when I am finding something difficult -I can follow the school and class rules -I can use words to help solve conflicts with others -I can work well with others listening and sharing ideas -I can identify how others feel and respond to them appropriately End of Spring Term Assessment	-I can try new activities -I can explain and follow rules (in the classroom and around school) -I can show I know right from wrong by my behaviour -I can play with others, take turns and share -I can form good relationships with the adults in the classroom and around school -I can work with others in a group	-I can show resilience and perseverance when things are difficult -I can manage my own basic hygiene and personal needs e.g. toileting and dressing -I can explain healthy food -I have lots of friends and positive friendships -I know what my own needs are and can share them -I am sensitive to the needs of others Data Submission (June)
Physical Development <u>Skills and Knowledge</u> <u>Progression</u> <u>Ladder</u> Gross Motor Fine Motor	<u>Introduction to PE (U2)</u> <u>Gymnastics (U2)</u> -I can use lots of different ways of moving with increasing fluency and control -I can use cutlery and other one handed equipment e.g. paintbrushes/scissors	<u>Ball Skills (U2)</u> <u>Dance (U2)</u> -I can climb over, under and through obstacles -I can show good pencil control when mark making and drawing End of Autumn Term Assessment	<u>Fundamentals (U2)</u> <u>Gymnastics (U2)</u> -I can combine movements with ease and fluency -I can sit at a table to write -I can use scissors confidently	<u>Fundamentals (U2)</u> <u>Dance (U2)</u> -I can throw, kick, pass, bat, aim and catch different sized balls -I can hold a pencil in a tripod grip End of Spring Term Assessment	<u>Games (U2)</u> <u>Gymnastics (U2)</u> -I can travel around space and obstacles safely -I can move in different ways- run, jump, skip, climb -I can use a range of tools e.g. scissors -I can draw with accuracy	<u>Games (U2)</u> <u>Dance (U2)</u> -I can show strength, balance and co-ordination in movement -I can hold a pencil effectively (tripod) and form letters accurately Data Submission (June)
Literacy <u>Reading</u> (progression of skills) Writing	<u>Labelling</u> <u>Lists</u> <u>Captions</u> -I can write some lower case letters correctly -I can write simple labels	<u>Sequencing</u> <u>Character Descriptions</u> <u>Letter Writing</u> -I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)	<u>Dialogue</u> <u>Character Descriptions</u> <u>Narrative</u> -I can write some upper case letters correctly	<u>Recount</u> <u>Non-Fiction Fact Files</u> -I can write most lower case letters correctly -I can use a tripod grip -I can spell some tricky words	<u>Poetry</u> <u>Letter Writing</u> <u>Descriptive Writing</u> -I can hold my pencil in a good tripod grip -I can write most upper and lower case letters correctly	<u>Diary</u> <u>Persuasion Text</u> <u>Narrative</u> -I can write simple sentences -I can read my own sentences

<u>Progression of Writing Skills</u>	-I can identify known letters to match initial sounds (phase 2) -I can write CVC words and labels e.g. c-a-t	-I can match phase 2 letters and sounds -I can start to write simple captions -I can say a simple sentence for writing (oral and count words)	-I can match phase 2 and 3 letters and sounds -I can write CVC words and labels (phase 2 and 3 sounds)	-I can write captions -I can write short sentences -I can start to use finger spaces between my words -I can read sentences back	-I can write words with sounds and letters I know -I can write tricky words	-My teacher can read my sentences
	From Nursery to Year 6, we want St Richard's to be a place where children are read to, enjoy listening to high quality literature and share their enjoyment of stories through discussion and writing. Our reading spines are one element in our teaching of reading. Our reading spines are a core bank of texts which create links between reading, writing, spoken language (speaking and listening) and Foundation Subject Learning Journeys. How they work: Each year group from Nursery to Year 6 has its own reading spine divided into five strands: • Whole class reader / story time books • Author Study • Key texts which link to class writing tasks • Performance Poetry • Key texts linked to Foundation Subject Learning Journeys Reception Reading Spine Performance Poetry Nursery to Year 6 Booklet					
Phonics	Phonics baseline Phonic Sounds Bug Club Phase 2	Phonics in streamed ability groups Bug Club Phase 2	Phonics Daily Guided Reading Story Sacks Bug Club Phase 3	Phonics Daily Guided Reading Story Sacks Bug Club Phase 3	Phonics Daily Guided Reading Story Sacks Bug Club Phase 3/4	Phonics Daily Guided Reading Story Sacks Bug Club Phase 4
Mathematics <u>Objectives for the year</u>	Match, Sort and Compare Talk about Measure and Patterns	It's me 1,2,3 2D Shapes Numbers to 5	Aive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time	Building 9 and 10 Explore 3D shapes	To 20 and beyond Adding and takeaway Manipulate, Compose and Decompose Shapes Sharing and Grouping	Visualise, Build and Map Make connections

Understanding the World Past and Present People, culture and community The Natural World	<u>All About Me</u> I can talk about the different jobs people do I can name some members of my family and talk about them I can talk about myself and some of the ways I have changed I can talk about changes that have happened to me throughout my life I can talk about my family and people in the community and their roles I am becoming more aware of the past linked to myself and my family and how it has changed I can talk about what I can see in pictures of the past I can talk about the area I live in, including the weather etc.	<u>Celebrations and Festivals</u> I can explore the world around me with all my senses I can be accepting and positive about people's differences I know there are different countries in the world I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I am starting to explore the natural world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in life in other countries I can talk about forces I feel e.g. push, pull etc. I can talk about the differences in materials I can describe what I can see, hear and feel outside I can talk about what I can see outside using a wide vocabulary End of Autumn Term Assessment	<u>Traditional Tales</u> I can describe my own environment and local area I can describe another environment e.g. desert, Artic etc. I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts I can talk about what I have heard and seen in stories and picture books and how this is different/ the same	<u>Spring and Growing Weather Life Cycles</u> I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about holidays etc. I can explore and talk about the natural world using what I know from stories/ non-fiction I can talk about some special places for people in our and other communities I can draw information from a simple map I can start to talk about the differences in lives in other countries I can describe animals and plants (both from photos and real life experiences) End of Spring Term Assessment	<u>Dinosaurs and Animal Habitats</u> I can talk about the past using books and stories talking about the characters, settings and events I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can talk about some of the changes in the natural world (including seasons and changing states of matter)	<u>All around the World</u> I can talk about the lives of people I am familiar with I can talk about the roles of people in society I can give similarities and differences between the past and now I can describe the school environment using what I know from: -Observation -Discussion -Stories/ non-fiction -Maps I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries Data Submission (June)
Expressive Arts & Design Creating with Materials						
	I can start to join materials together I can explore art materials and colour mixing freely	I can develop my own ideas for art I can develop my own ideas for art and start	I can use scissors and one handed tools to create art safely and more accurately	I am able to combine different techniques e.g. collage, paint, crayon, clay to create art	I can safely use tools e.g. scissors I can explore using materials and techniques	I can explain what I have made I can talk about how I made it

Being Imaginative and Expressive St Richard's Skill Based Objectives	I can use various tools for artwork and design e.g. playdough tools I can select my own art and design materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. I can role play imaginary scenarios linked to experiences I can remember and sing songs I can listen and respond to sounds I can sing with others and supported by an adult I can draw a straight, curved and a zig zag line. I can make a line join up to create a shape i.e., circle, square. I can colour inside a shape and outside a shape. I can cut a straight line and a curved line.	to talk about them (with adult support) I can start to develop my own stories linked to what I know through role & small world play I am starting to recreate familiar stories (with adult support) I am using my imagination in play to help me role play and create small world set ups. I can remember most of a song to sing I can make up my own "silly" songs I can start to match the melody and pitch of others I can recount and retell familiar stories with my friends and adults (small world/ role play) I know some popular songs and can sing them supported by an adult I can mix two colours together to produce another colour (primary and secondary colours). I can paint a thin and a thick line using a brush correctly.	(playdough tools, paintbrushes etc.) I can use materials and props to retell stories and create imaginary situations linked to what I know I can adapt well known stories and narratives and small world/ role play them with others I can use what I know and have read to help create my own stories I can draw a bean stalk and a cloud. I can construct a castle using shapes to draw round and colour (photo copy and colour copy) I can print a castle using wooden blocks.	I can talk about my artwork or designs-linked to some of the materials/ techniques I used I can sing well known songs in a group or alone and match the pitch and melody I can listen carefully to music and start to move to it I can join in with singing and dancing I can draw flowers and colour. I can collage flowers using cut out petals and circles. I can mix white to my favourite colour and paint a flower.	I can design art/ a product thinking about colour, texture and function I can invent my own stories I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.) I can use various sizes of potatoes to print a picture of a dinosaur and then paint legs and one eye and half a mouth. I can create an animal in clay. I can roll clay into a ball to create for a head and body I can roll clay into a sausage shape for legs and tail.	I can use props and materials when I am role playing familiar stories I can adapt and recount narratives and stories with my friends and adults I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music I can look at a map of a town and draw my own picture of where I live and colour. I can paint a building and print windows and doors onto it.
Music	<u>Everyone</u>	<u>Our World</u>	<u>Traditional Tales</u>	<u>Growing</u>	<u>Animals</u>	<u>Transport</u>
Relationships Education <u>Progression of Skills</u>	<u>Handmade with Love</u>	<u>I Am Me</u> <u>Heads, Shoulders, Knees and Toes</u>	<u>Ready Teddy</u> <u>I Like, You Like, We All Like</u>	<u>Good Feelings, Bad Feelings</u> <u>Let's Get Real</u>	<u>Growing Up</u>	<u>God is Love</u> <u>Loving God, Loving Others</u> <u>Me, You, Us</u>