



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/Interests/ Lines of Enquiry	Autumn Fabulous Me My family	Let's Celebrate (Diwali, birthdays, Bonfire night, Christmas)	Winter Superheroes Real life superheroes (People who help us)	Spring A Ticket to Ride (Journeys to places near and far)	Growth and change Life cycles of plants and animals	Summer Saving our planet
Story Starter	Starting School	Kipper's Birthday	Super Duck	The Train Ride	Jasper's Beanstalk	Duffy's Lucky Escape
WOW starts/ends	Starting school	Parents visit to talk about their experiences of Diwali celebrations	Visit from emergency services/ Guide dogs etc	A ride on a steam train (Severn valley Railway)	Chicks- Watching chicks hatch and grow	Litter pick
Talk for Writing	Dear Zoo/ Brown Bear, Brown Bear what do you see?	My Pet Star	Mrs Pirate	The Train Ride	The Little Red Hen	Three Billy Goats Gruff
Celebrations	Harvest	Diwali (4 th November) Bonfire Night (5 th November) St Andrew's Day (30 th November) Remembrance Sunday (14 th November) Christmas (25 th December)	Chinese New Year (1 st February) Valentine's Day (14 th February)	St David's Day (1 st March) St Patrick's Day (17 th March) Holi Festival (18 th -19 th March) Mothering Sunday (27 th March) Good Friday (15 th April) Easter Day (17 th April) St Georges Day (23 rd April) Holi	May Day (2 nd May) Eid al-Fitr (2 nd -3 rd May)	Father's Day (19 th June) Eid al-Adha (9 th -10 th July)
Special Events	Starting school Parent induction meetings Parent phonics meetings EYFS Baseline assessments Wellcom screening Harvest Festival	Nativity performance Parents evening Beyond the book day Merit Asembly Navaratri (7 th November) Children in Need (19 th November) Nursery Rhyme Week (15 th -19 th November) Anti-Bullying week (15-19 th November)	E Safety week	NSPCC PANTS Parents evening World book day (3 rd March 2022) British Science Week (11 th -20 th March) Vaisakhi (14 th April 2022)	Mental Health Awareness week Eye testing Visit from dentist/school	Visit to Think Tank Transition to year 1 End of year reports Stay and play for new Reception children Healthy Living week
School Holidays	October Half Term 25 th October to 29 th October 2021	Christmas break 20 th December to 3 rd January 2022	February Half Term 21 st February to 25 th February 2022	Easter break 11 th April to 22 nd April 2022	May day Monday 2 nd May May Half Term 30 th May to 3 rd June 2022	Summer break 25 th July to Friday 2 nd September 2022



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

Children at the expected level of development by the end of Reception will achieve the Early Learning Goals (ELGs) in Personal, Social and Emotional Development.
ELG Self-Regulation:- Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
ELG Building Relationships: Children will work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs.
ELG Managing-Self: Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development To include a structured and focused PSHE session per week (Jigsaw) and the sharing of PSED linked stories	In the Autumn term Reception children will be learning to; <ul style="list-style-type: none"> ● Develop their sense of responsibility and membership of a community ● Play with one or more other children, extending and elaborating play ideas. ● Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ● Develop appropriate ways of being assertive. ● Talk with others to solve conflicts. ● Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ● Begin to understand how others might be feeling. 		In the Spring term Reception children will be learning to; <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Identify and moderate their own feelings socially and emotionally ● Show resilience and perseverance in the face of challenge. ● Manage their own needs. ● Think about the perspectives of others. 		In the Summer term Reception children will be learning to; <ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Manage their own needs. ● Express their feelings and consider the feelings of others. ● Identify and moderate their own feelings socially and emotionally. ● Show resilience and perseverance in the face of challenge. ● Think about the perspectives of others. 		
	<ul style="list-style-type: none"> ● Become more outgoing with unfamiliar people, in the safe context of their setting. ● Select and use activities, with help when needed. ● Increasingly follow rules, understanding why they are important. ● Do not always need an adult to remind them of a rule. 		<ul style="list-style-type: none"> ● Manage their own needs. ● Identify and moderate their own feelings socially and emotionally ● Build constructive and respectful relationships. 				
Jigsaw	Being me in my world	Celebrating differences	Dreams and goals	Relationships	Healthy Me	Changing me	



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

Children at the expected level of development by end of Reception will achieve the Early Learning Goals (ELGs) in Communication and Language.
ELG Listening, Attention & Understanding: Children will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - They make comments about what they have heard and ask questions to clarify their understanding; and hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
ELG Speaking: Children will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - They express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language To include introduction of new vocabulary through the Concept Cat, part of the Word Awareness scheme	In the Autumn term Reception children will be learning to;		In the Spring term Reception children will be learning to;		In the Summer term Reception children will be learning to;	
	<ul style="list-style-type: none"> • Understand why questions • Start a conversation with an adult or friend, taking turns • Use longer sentences of 4-6 words • Learn new vocabulary • Engage in story time • Develop social phrases • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 		<ul style="list-style-type: none"> • Learn new vocabulary • Engage in story time • Develop social phrases • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 		<ul style="list-style-type: none"> • Learn new vocabulary • Engage in story time • Develop social phrases • Listen to and talk about stories to build familiarity and understanding • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	
	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Know many rhymes, be able to talk about familiar books and be able to tell a long story • Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions • Pay attention to more than one thing at a time. • Understand a two-part question or instruction • Use talk to organise themselves and their play • Sing a large repertoire of songs 		<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Ask questions to find out more and to check they understand what has been said to them • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs. • Engage in non-fiction books • Use new vocabulary through the day • Articulate their ideas and thoughts in well formed sentences 		<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. • Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary 	



Reception Long Term Plan 2021-2022

Key vocabulary (inc Concept Cat)	same different some behind all night day first last second more less both most	forwards backwards through around before after dark light (not dark) big bigger biggest thick thin	heavy heavier heaviest large long longer longest straight curved quick slow above below	tall taller tallest rough smooth later between bottom top back front	light lighter lightest shiny dull near far early	enough narrow wide half whole corner side straight bendy
---	---	--	---	--	---	--



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

<p>Children at the expected level of development by end of Reception will achieve the Early Learning Goals (ELGs) in Physical Development.</p> <p>ELG Gross Motor Skills: Children will negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG Fine Motor Skills: Children will hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
In the Autumn term Reception children will be learning to;				In the Spring term Reception children will be learning to;				In the Summer term Reception children will be learning to;			
<ul style="list-style-type: none"> ● Go up steps/stairs, climb up apparatus using alternate feet ● Show a preference for a dominant hand. ● Use large muscle movements to wave flags/paint/make marks ● Be increasingly independent in their own care (dressed/undressed; toileting; washing hands) ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● 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 ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 				<ul style="list-style-type: none"> ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● 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 ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Progress towards a more fluent style of moving, with developing control and grace. 				<ul style="list-style-type: none"> ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ● 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 ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Progress towards a more fluent style of moving, with developing control and grace. 			
<ul style="list-style-type: none"> ● To develop their movement, balancing, riding and ball skills ● Skip, hop and stand on one leg and hold the pose ● Take part in team activities collaborating with others ● Remember sequences and patterns of movement to music ● Matching developing physical skills to tasks and activities ● Choose right resources to carry out own plan ● Comfortable pencil grip with good control ● Make healthy choices about food drink and activity 				<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing ● Combine different movements with ease and fluency. ● 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. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. 				<ul style="list-style-type: none"> ● 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 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. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. .Develop the foundations of a handwriting style which is fast, accurate and efficient. ● 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 			

Physical Development
Includes focused weekly PE lesson & daily physical development in outdoor areas



Reception Long Term Plan 2021-2022

		<ul style="list-style-type: none"> Develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 			<ul style="list-style-type: none"> Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 	
PE	Movement and using the space around us.	Ball Skills	Dance	Large Equipment and Gymnastics	Ball Skills	Athletics & Sports Day

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

<p>Children at the expected level of development by end of Reception will achieve the Early Learning Goals (ELGs) in Literacy.</p> <p>ELG Word Reading: Children say a sound for each letter in the alphabet and at least 10 digraphs; they read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG Writing: Children write recognisable letters, most of which are correctly formed; they spell words by identifying sounds in them and representing the sounds with a letter or letters; and write simple phrases and sentences that can be read by others.</p> <p>ELG Comprehension: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; They anticipate – where appropriate – key events in stories; and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy</p> <ul style="list-style-type: none"> To include a rigorous phonics programme (RWI) delivered daily. Handwriting sessions delivered twice a week. 	<p>In the Autumn term Reception children will be learning to:</p> <p>Understand the five key concepts in print:</p> <ol style="list-style-type: none"> Print has meaning Print can have different purposes English is read from left to right & top to bottom Different parts of the book Page sequencing <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. Write their name Read individual letters by saying the sounds for them. 		<p>In the Spring term Reception children will be learning to;</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words to read short words. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences Form lower-case letters correctly. Spell words by identifying the sound Read phonics books to build confidence, fluency and understanding. 		<p>In the Summer term Reception children will be learning to;</p> <ul style="list-style-type: none"> Re-read what they have written to check it makes sense. Read phonics books to build confidence, fluency and understanding Read a few common exception words. Form capital letters correctly Write short sentences with words with known sound correspondences using a capital letter and fullstop. 	
		<ul style="list-style-type: none"> Spot and suggest rhymes 	<ul style="list-style-type: none"> Count or clap syllables in words Recognise words with same initial sound Write some letters accurately Blend sounds into words to read short words 			



Reception Long Term Plan 2021-2022

<p>Phonics</p> <p>Initially taught in classes. Following RWI assessment at the end of Autumn 1, children to be grouped according to assessment outcome</p>	<p>Phase 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting</p> <p>RWI Set 1 sounds – single letter sounds</p> <p><i>Tricky red words: I</i></p>	<p>Consolidation of Set 1 single letter sounds</p> <p>Read RWI sound books</p> <p><i>Tricky red words: go, to, the, no, so,</i></p>	<p>RWI Set 1 sounds- special friends ch, sh, th, ng, nk,</p> <p>RWI Set 2 sounds- special friends</p> <p>Read RWI short ditties</p> <p><i>Tricky red words: he, me, be, she, we, they,</i></p>	<p>Consolidate Set 1 sounds</p> <p>Read & spell CVCC & CCVC words using set 1 sounds, including special friends</p> <p>Read RWI red books</p> <p><i>Tricky red words: they, you, are, her</i></p>	<p>Teach set 2 special friends: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Read & spell words with adjacent consonants (CVCC, CCVC words)</p> <p>Read RWI green books</p> <p><i>Tricky red words: by, my, like, all</i></p>	<p>Consolidation of Set 2 sounds & CVCC/CCVC words.</p> <p>Read RWI purple books</p> <p><i>Consolidation of previously taught red tricky words</i></p>
	<p><i>Handwriting:</i></p> <p>Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing.</p>	<p><i>Handwriting:</i></p> <p>Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing</p> <p>Around letters: c,o,a,d,g,q</p>	<p><i>Handwriting:</i></p> <p>Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing</p> <p>Down letters: l t b p k h i j m n r u y</p>	<p><i>Handwriting:</i></p> <p>Curly letters: e,f,s</p> <p>Zig Zag letters: v,w,z,x</p>	<p><i>Handwriting:</i></p> <p>Capital letters: A,B,C,D,E,F,G,H,I J,K,L,M</p> <p>Numbers: 1,4,5,7,0</p>	<p><i>Handwriting:</i></p> <p>Capital letters: N,O,P,Q,R,S,T,U,V,W,X,Y,Z</p> <p>Numbers: 2,3,6.8.9</p>
<p>Suggested stories</p>	<p>Dear Zoo Mr Wiggle and Mr Waggle Rainbow Fish Elmer Colour Monster The Bear Hunt Room on the Broom</p>	<p>The Nativity story Percy the Park Keeper The Diwali story Pig in the Pond Brown Bear. Brown Bear What Do You See?</p>	<p>Mog and the Vee Ee Tee No Dragons for Tea Series- People Who Help Us (Askew & Crowson) Postman Pat series Fireman Sam series Non -Fiction People who Help books</p>	<p>The Train Ride Get off Our Train Mr Gumpy's Outing Mrs Armitage on Wheels Lost and found Duck in the Truck</p>	<p>The Hungry Caterpillar Jasper's Beanstalk The Little Red Hen The Ugly Duckling Non Fiction books about animal life cycles e.g Frogs, chicks, butterflies, humans</p>	<p>Daffy's Lucky Escape Monsters Don't Eat Broccoli Handa's Surprise Oi Get Off the Train Non-fiction healthy living books Non-fiction books about environmental issues such as recycling & pollution</p>

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

Children at the expected level of development by the end of Reception will achieve the Early Learning Goals (ELGs) in Mathematics.

ELG Number: Children will have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG Numerical patterns: Children will verbally count beyond 20, recognising the pattern of the counting system; 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths <ul style="list-style-type: none"> To include a rigorous Maths programme (Power Maths) delivered daily. 	<ul style="list-style-type: none"> Link numerals and amounts up to 5 Count objects, actions and sounds (1-5) Subitise Recite numbers to 5 	<ul style="list-style-type: none"> Count objects, actions and sounds (1-5) Subitise Recite numbers to 10 Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Count objects, actions and sounds (1-10) Subitise Count to 10 Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Count objects, actions and sounds (1-10) Subitise Count to 10 Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Count objects, actions and sounds (1-10) Subitise Count beyond 10 Link the number symbol (numeral) with its cardinal number value. 	<ul style="list-style-type: none"> Count objects, actions and sounds (1-10) Subitise Count beyond 10 Link the number symbol (numeral) with its cardinal number value.
	<ul style="list-style-type: none"> Show finger numbers up to 5 Experiment with their own symbols and marks as well as numerals Solve real world mathematical problems with numbers up to 5 Compare quantities using language ‘more than’ and ‘fewer than’ 	<ul style="list-style-type: none"> Describe a sequence of events (first, then) Discuss routes and locations, using words like ‘in front of’ and ‘behind’ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ Compare numbers (1-5) Understand the ‘one more than/one less than’ relationship between consecutive numbers (1-5) Automatically recall number bonds for numbers 0-5 	<ul style="list-style-type: none"> Compare numbers (within 1-10 range) Explore the composition of numbers to 10 Compare length, weight and capacity Understand the ‘one more than/one less than’ relationship between consecutive numbers (1-10) 	<ul style="list-style-type: none"> Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10 Continue, copy and create repeating patterns Understand the ‘one more than/one less than’ relationship between consecutive numbers (1-10) 	<ul style="list-style-type: none"> Explore the composition of numbers to 10 Automatically recall number bonds for numbers 0-10 	<ul style="list-style-type: none"> Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity Compare numbers in different contexts (within 1-10 range)
Power Maths	<ul style="list-style-type: none"> Unit 1: Numbers to 5 Unit 2: Comparing groups within 5 	<ul style="list-style-type: none"> Unit 3: 2D & 3D shape Unit 4: Change within 5 Unit 5: Number bonds within 5 Unit 6: Space (directional and positional vocabulary) 	<ul style="list-style-type: none"> Unit 7: Numbers to 10 Unit 8: Comparing numbers to 10 Unit 9: Addition to 10 Unit 10: Measure- length, height, weight 	<ul style="list-style-type: none"> Unit 11: Number bonds to 10 Unit 12: Subtraction Unit 13: Exploring patterns 	<ul style="list-style-type: none"> Unit 14: Counting on and counting back Unit 15: Numbers to 20 Unit 16: Numerical patterns 	<ul style="list-style-type: none"> Unit 17: Composing & decomposing shapes Unit 18: Measure- volume & capacity Unit 19: Sorting- comparing quantities Unit 20: Time



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

Children at the expected level of development by the end of Reception will achieve the Early Learning Goals (ELGs) in Understanding the World.

ELG Past and Present: Children will talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;

ELG People Culture and Communities: Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

ELG The Natural World: Children will explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways.					
	Understand that some places are special to members of their community.					
	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • 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. • Draw information from a simple map. 	<ul style="list-style-type: none"> • 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. 		



Reception Long Term Plan 2021-2022

The Foundation Stage at Uplands Manor considers the holistic development of our children. We provide opportunities which enable children to exercise options and express ideas, reflect on experience and information, share thoughts, make decisions, make discoveries and explore and engage in first-hand experiences. The allocation of time, space and equipment provides opportunities for the children to develop physically, linguistically, intellectually, emotionally, socially and morally. Through carefully planned activities we support and enhance learning, ensuring children make good progress over time. We plan themes on an annual basis but these may change in response to the needs and interests of all our children. Hence this plan is not “set in stone” and should be considered as a working document.

Children at the expected level of development by the end of Reception will achieve the Early Learning Goals (ELGs) in Expressive Arts and Design.

ELG Creating with Materials: Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

ELG Being Imaginative and Expressive: Children will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • 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 • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play • Explore and engage in music making and dance, performing solo or in groups. 				
Suggested Role Play (inside and outside)	<p>Inside: Home Corner, with different rooms represented. (E.g kitchen, lounge, child’s bedroom)</p> <p>Outside: Picnic area/ flower Shop/ Explorer den</p>	<p>Inside: Home corner & shop</p> <p>Outside: Garage</p>	<p>Inside: Home corner & school</p> <p>Outside: Garden Centre</p>	<p>Inside: Home corner & doctor’s surgery</p> <p>Outside: Train station</p>	<p>Inside: Home corner & Cafe</p> <p>Outside: Car wash</p>	<p>Inside: Home corner & Opticians</p> <p>Outside: The beach</p>