



Nutley CE Primary School - Long Term Plan – 2022 / 2023 - Rabbit Class – Reception Year

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| <p><i>The topics we introduce are starting points for the children's play and learning. We teach in a way that is very flexible and we create space for children to develop their learning based on following their interests as much as possible.</i></p> | | | | | | |
| Project Name | Magical Me! Nursery Rhymes | Celebrations! | All Creatures Great and Small | Once Upon a Time... | Nature Detectives! | Explorers! |
| Concepts | Identity Friendship Well-being Strength | Care Love Diversity Compassion | Duty Care Responsibility Stewardship | Creativity Dreams Happiness Tradition | Transformation Sustainability Beauty Influence | Change Belonging Tradition Community |
| Learning Question | What makes me, me? | What do people celebrate? | What are habitats? | Where will your imagination take you? | What is nature? | Where on earth are we, and where are we going? |
| Global Citizenship / Courageous advocacy | Celebrating ourselves and our uniqueness | Celebrating other cultural celebrations | Respecting and protecting the natural world | Respecting and celebrating traditional tales from other cultures | Understanding changes in the natural world, and the impact of humans | Celebrating and exploring other countries and cultures |
| Stunning Start / Trips / Wow days | First day ever of school! Autumn Walk | Christmas Nativity! Winter Walk | Building a Chinese New Year dragon | Fairy Tale Day Spring Walk | Jack and the Beanstalk crime scene Summer Walk | Flying into our new topic Forest School |
| Communication and Language | <p><i>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. 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 explain how things work and why they might happen. Develop social phrases. Engage in story times.</i></p> | | | | <p><i>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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p> | |

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| | <p><i>Listen to and talk about stories to build familiarity and understanding.</i></p> <p><i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></p> <p><i>Use new vocabulary in different contexts.</i></p> <p><i>Listen carefully to rhymes and songs, paying attention to how they sound.</i></p> <p><i>Learn rhymes, poems and songs.</i></p> <p><i>Engage in non-fiction books.</i></p> <p><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</i></p> | <p><i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i></p> <p><i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i></p> <p><i>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.</i></p> |
| <p>Personal, Social and Emotional Development</p> | <p><i>See themselves as a valuable individual.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Show resilience and perseverance in the face of challenge.</i></p> <p><i>Identify and moderate their own feelings socially and emotionally.</i></p> <p><i>Think about the perspectives of others.</i></p> <p><i>Manage their own needs.</i></p> | <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i></p> <p><i>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.</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</i></p> <p><i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p> <p><i>Work and play cooperatively and take turns with others.</i></p> <p><i>Form positive attachments to adults and friendships with peers.</i></p> |

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| | | | | | <i>Show sensitivity to their own and to others' needs.</i> | |
| Physical Development: | <p><i>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i></p> <p><i>Progress towards a more fluent style of moving, with developing control and grace.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</i></p> <p><i>Combine different movements with ease and fluency.</i></p> <p><i>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</i></p> <p><i>Develop overall body-strength, balance, co-ordination and agility.</i></p> <p><i>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</i></p> <p><i>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</i></p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p> <p><i>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</i></p> <p><i>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</i></p> | | | | <p><i>Negotiate space and obstacles safely, with consideration for themselves and others.</i></p> <p><i>Demonstrate strength, balance and coordination when playing.</i></p> <p><i>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</i></p> <p><i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</i></p> <p><i>Use a range of small tools, including scissors, paintbrushes and cutlery.</i></p> <p><i>Begin to show accuracy and care when drawing</i></p> | |
| PE | PE: Parachute games and body letters | PE: Dance and gymnastics | PE: Games: balls all shapes and sizes | PE: Multi skills | PE: Athletics | PE: Numbers games |
| Reading and Phonics | <p><i>Read individual letters by saying the sounds for them</i></p> <p>Phase 1-2 phonics</p> | <p><i>Blend sounds into words, so that they can read short words made up of known</i></p> | <p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p> | <p><i>Read simple phrases and sentences made up of words with known letter–sound correspondences and,</i></p> | <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> | <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives</i></p> |

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| | | <p>letter-sound correspondences. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Phase 2 phonics</p> | <p>Read a few common exception words matched to the school's phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds</p> <p>Phase 2-3 phonics</p> | <p>where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Phase 3 phonics</p> | <p>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. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> <p>Phase 3-4 phonics</p> | <p>using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Phase 4 phonics</p> |
| Maths | <p>White Rose and Numberblocks Getting to know you Just like me!</p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral)</p> | <p>White Rose and Numberblocks It's me 1,2, 3! Light and Dark</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> | <p>White Rose and Numberblocks Alive in 5! Growing 6,7,8</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> | <p>White Rose and Numberblocks Building 9 and 10 Consolidation</p> <p>Explore the composition of numbers to 10 Count beyond ten.</p> | <p>White Rose and Numberblocks To 20 and beyond! First then now</p> <p>Have a deep understanding of number to 10, including the composition of each</p> | <p>White Rose and Numberblocks Find my pattern On the move</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> |

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| | <p><i>with its cardinal number value. Compare numbers. Continue, copy and create repeating patterns.</i></p> | <p><i>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</i></p> | <p><i>Compare length, weight and capacity.</i></p> | <p><i>Automatically recall number bonds for numbers 0–10.</i></p> | <p><i>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.</i></p> | <p><i>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.</i></p> |
| <p>Understanding the World</p> | <p><i>Talk about members of their immediate family and community.</i></p> <p><i>Name and describe people who are familiar to them.</i></p> | <p><i>Understand that some places are special to members of their community.</i></p> <p><i>Recognise that people have different beliefs and celebrate special times in different ways.</i></p> <p><i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> | <p><i>Draw information from a simple map.</i></p> <p><i>Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Understand the effect of changing seasons</i></p> | <p><i>Comment on images of familiar situations in the past.</i></p> <p><i>Compare and contrast characters from stories, including figures from the past</i></p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and</i></p> | <p><i>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.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Know some similarities and differences between different religious and cultural</i></p> | |

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| | | | <i>on the natural world around them.</i> | <i>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.</i> | <i>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.</i> | |
| Expressive Arts & Design | <i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i> | <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i> | <i>Create collaboratively sharing ideas, resources and skills.</i> | <i>Develop storylines in their pretend play. Watch and talk about dance and performance art, expressing their feelings and responses.</i> | <i>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. Invent, adapt and recount narratives and stories with peers and their teacher.</i> | |
| Languages: Spanish | Hola! | Merry Christmas – Song: Feliz Navidad! | Colours | Numbers 1-10 | My name is... | Adios! |
| Music | <i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i> | <i>Explore and engage in music making and dance, performing solo or in groups.</i> | <i>Explore and engage in music making and dance, performing solo or in groups.</i> | <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i> | <i>Sing a range of well-known nursery rhymes and songs.</i> | <i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i> |
| RE | F4 Being special: where do we belong? | F2 Why is Christmas special for Christians? | F1 Why is the word 'God' so important to Christians? | F3 Why is Easter special for Christians? | F5 Which places are special and why? | |

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| | <p>F6 Which stories are special and why? Focused on several times where relevant to look at stories and festivals as they happen and link to other learning in RE and more widely e.g. Chinese New Year, Diwali</p> | | | | | |
| PSHE | Jigsaw – Piece 1: Being Me in My World | Jigsaw – Piece 2: Celebrating Differences | Jigsaw – Piece 3: Dreams and Goals | Jigsaw – Piece 4: Healthy Me | Jigsaw – Piece 5: Relationships | Jigsaw – Piece 6: Changing Me |
| Education for a Connected World | <p>Self-image and identity</p> <p>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> | <p>Online Relationships and Reputation</p> <p>I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know</p> <p>I can identify ways that I can put information on the internet.</p> | <p>Managing online information</p> <p>I can talk about how to use the internet as a way of finding information online. I can identify devices I could use to access information on the internet.</p> | <p>Health, well-being and lifestyle</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules.</p> | <p>Online bullying</p> <p>I can describe ways that some people can be unkind online. I can offer examples of how this can make others feel.</p> | <p>Privacy, security, copyright and ownership</p> <p>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p> <p>I know that work I create belongs to me. I can name my work so that others know it belongs to me</p> |
| Forest School | Autumn Walk | | Winter Walk | Spring Walk | Summer Walk | Rabbit’s Forest School |