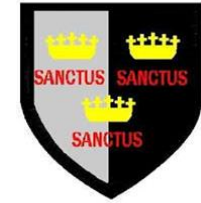




# All Saints Catholic Primary School



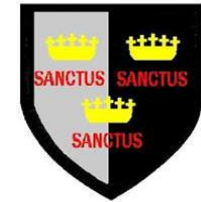
*'We shine on our own, but we shine brighter together'*

## Reception Long Term Plan 2021-22

	Autumn			Spring			Summer		
R.E.	Myself	Welcome	Birthday	Celebrating	Gathering	Growing	Good News	Friends	Our World
Topic	Me and My Community/Jungle Queen Identity / Diversity Power and Governance		Music and Celebrations  Social Justice	Polar Exploration Sustainable Development	From Farm to Market Globalisation/ Interdependence		Magic Pencils  Human Rights	Out of this World  Peace and Conflict	
Experience Days	Local Area walk Visit to Stanley Park / Looking at signs Visits from various members of the community		Christmas party  Visit to Church	Ice experience day - on site / Litter Picking Chinese New Year	Farm Visit		Visit to an Art gallery	Visit to the World Museum/ Planetarium	
Parent Partnership	Stay and Read / Library- weekly  Come and count		Stay and Read / Library -weekly  Nativity Play  In Harmony Sharing session	Stay and Read / Library- weekly  Phonics Intervention club	Stay and Read / Library - weekly  Maths Intervention club		Stay and Read / Library- weekly  Parent and child Art club	Stay and Read / Library -weekly	



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## Reception Long Term Plan 2021-22

Key Texts	 	 	 	 	 	 
Fab Finish	Make a simple map of the local community	Perform a piece of Music for an audience. Rowan garth – Christmas songs	Make a Polar Bear using recycled materials	Write instructions to grow and care for a vegetable	Make learning resources to send to chn in Sierra Leone	Space dome





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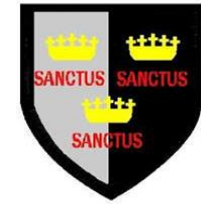
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## Reception Long Term Plan 2021-22

	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.	Learn new vocabulary.
	Use new vocabulary through the day.	Use new vocabulary through the day.	Use new vocabulary through the day.	Use new vocabulary through the day.	Use new vocabulary through the day.	Use new vocabulary through the day.
	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.	Ask questions to find out more and to check they understand what has been said to them.
	Articulate ideas and thoughts in well-formed sentences.	Articulate ideas and thoughts in well-formed sentences.	Articulate ideas and thoughts in well-formed sentences.	Articulate ideas and thoughts in well-formed sentences.	Articulate ideas and thoughts in well-formed sentences.	Articulate ideas and thoughts in well-formed sentences.
	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.
	Describe events in some detail.	Describe events in some detail.	Describe events in some detail.	Describe events in some detail.	Describe events in some detail.	Describe events in some detail.
	Use talk to help work out problems and organise	Use talk to help work out problems and	Use talk to help work out problems and	Use talk to help work out problems and	Use talk to help work out problems and	Use talk to help work out problems and



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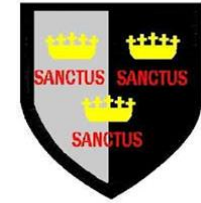
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## Reception Long Term Plan 2021-22

<p>thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use new vocabulary in different contexts.</p>	<p>organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p>
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# All Saints Catholic Primary School



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## Reception Long Term Plan 2021-22

	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>a deep familiarity with the text , some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a</p>	<p>a deep familiarity with the text , some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a</p>	<p>Retell the story, once they have developed a deep familiarity with the text , some as exact repetition, others in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
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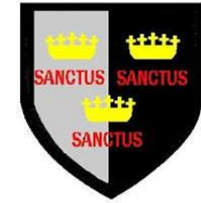
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## Reception Long Term Plan 2021-22

			deep familiarity with new knowledge and vocabulary.	deep familiarity with new knowledge and vocabulary.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
PD	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage</p>	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage</p>	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-</p>	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-</p>	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-</p>	<p>Revise and define the fundamental movement skills they have already acquired.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage</p>



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## Reception Long Term Plan 2021-22

	<p>successfully, with future physical education sessions and other physical disciplines.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>successfully, with future physical education sessions and other physical disciplines.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when</p>	<p>ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when</p>	<p>ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>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.</p>	<p>successfully, with future physical education sessions and other physical disciplines.</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>
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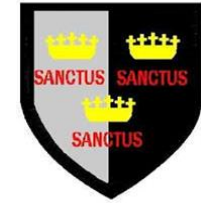
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## Reception Long Term Plan 2021-22

	<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully.</p>	<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient.</p>	<p>sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of handwriting style</p>	<p>sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of handwriting style</p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop the foundations of handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to</p>
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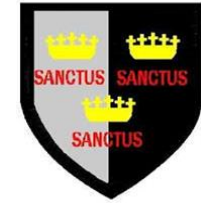
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## Reception Long Term Plan 2021-22

		Further develop the skills they need to manage the school day successfully.	which is fast, accurate and efficient.  Further develop the skills they need to manage the school day successfully.	which is fast, accurate and efficient.  Further develop the skills they need to manage the school day successfully.	Develop the foundations of handwriting style which is fast, accurate and efficient.  Further develop the skills they need to manage the school day successfully.	manage the school day successfully.
Phonics	Review Phase 1  Rhythm and Rhyme  Oral blending and segmenting	Introduce Phase 2 sounds / tricky words	Introduce Phase 3 sounds / tricky words for those chn who are ready to move on (Chn are split into groups, groups are always flexible)	Continue Phase 3 sounds / tricky words - ensure security in phase 3. (Chn are split into groups, groups are always flexible)	Introduce Phase 4 sounds / tricky words for those who are ready to move on	Continue with Phase 4 sounds / tricky words  Move on to Phase 5 for those who are ready to move on



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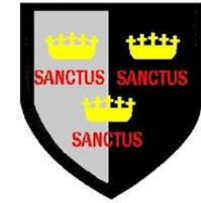
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## Reception Long Term Plan 2021-22

					(Chn are split into groups, groups are always flexible)	(Chn are split into groups, groups are always flexible)
Literacy		Label using initial sounds. Read and write phase 2 cvc words and captions. Read books linked to phonics phase.	Write phase 2 / 3 words, captions and sentences. Read books linked to phonics phase.	Use phonics knowledge to read and write sentences related to key texts Read books linked to phonics phase.	Use phonics knowledge to read and write sentences related to key texts	Use phonics knowledge to read and write sentences related to key texts



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## Reception Long Term Plan 2021-22

Maths	<p>Mathematical Fluency Project</p> <p>0 - Number operations Measurement</p> <p>1 - Number operations Number (including composition) Counting and Comparison Money Sets Pattern Shape Measurement /Time</p>	<p>Mathematical Fluency Project</p> <p>5 - Number operations Number (including composition) Counting and Comparison Money Sets Pattern Shape Measurement/Time</p> <p>6 -As above</p>	<p>Mathematical Fluency</p> <p>8 - Number operations Number (including composition) Counting and Comparison Money Sets Pattern Shape Measurement/Time</p> <p>9 - As Above</p> <p>10 -As above</p>	<p>Mathematical Fluency</p> <p>11 - Number operations Number (including composition) Counting and comparison -Measurement/Time</p> <p>12 -As Above</p> <p>13 -As Above</p>	<p>Mathematical Fluency</p> <p>16 - Number operations Number (including composition) Counting and comparison -Measurement/Time</p> <p>17 - As Above</p> <p>18 - As Above</p>	<p>Mathematical Fluency</p> <p>Reinforce previous learning across all aspects.</p>



# All Saints Catholic Primary School



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## Reception Long Term Plan 2021-22

	2 - As above 3 -As above 4- As above	7 -As above		14 -As Above  15 -As Above	19 - As Above  20 - As Above	
Understanding of the World	<p>Talk about members of their immediate family and community.</p> <p>Explore the natural world around them.</p> <p>Name people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.(RE)</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Compare and contrast characters from stories.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see hear and feel when outside.</p>



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## Reception Long Term Plan 2021-22

	<p>Describe what they see, hear and feel when outside.</p> <p>Understand that some places are special to their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>different to the one in which they live.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Describe what they see feel and hear when outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		
Computing	<p>Use cameras in a range of situations.</p>	<p>Use cameras in a range of situations.</p> <p>Use an ipad to record a video.</p>	<p>Use cameras in a range of situations.</p> <p>Use an ipad to record a video.</p>	<p>Online safety Week with Smartie the Penguin</p>	<p>Use cameras in a range of situations.</p> <p>Use a robot toy to program and follow directions.</p>	<p>Use cameras in a range of situations.</p> <p>Use a robot toy to program and follow directions.</p>



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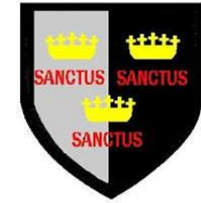
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## Reception Long Term Plan 2021-22

<p><b>Expressive Art and Design</b></p>	<p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p> <p>Explore and engage in music making a dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music/Ada's violin)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music/ Chinese New Year)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p>	<p>Return to and build on their previous learning refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music/ Chinese New Year)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music/ Chinese New Year)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p>	<p>Return to and build on their previous learning refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Listen attentively, move to and talk about music expressing their feelings and responses. (Music)</p> <p>Watch and talk about dance and performance art expressing their feelings and responses. (Music/ Chinese New Year)</p> <p>Sing in a group or on their own increasingly matching the pitch and following the melody. (Music)</p>
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# All Saints Catholic Primary School



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## Reception Long Term Plan 2021-22

		Develop storylines in their pretend play.  Explore and engage in music making a dance, performing solo or in groups.	the pitch and following the melody. (Music)  Develop storylines in their pretend play.  Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play.  Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play.  Explore and engage in music making a dance, performing solo or in groups.	Develop storylines in their pretend play.  Explore and engage in music making a dance, performing solo or in groups.
DT	Textile house cushion	Make an instrument	Recycled polar bear	Vegetable soup	Make a magic paint brush	Make a parachute to protect the alien egg.
MFL (Spanish)						
Music	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY	IN HARMONY
PE	Gymnastics	Dance	Body management	Speed, agility, travel	Manipulation and coordination	Cooperate and solve problems
RSE	Journey in Love: Social	Journey in Love: Social	Journey in Love: Physical	Journey in Love: Physical	Journey in Love: Emotional	Journey in Love: Emotional