



The Leys Primary and Nursery School Long term Plan 2022-2023 Year: Reception

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals	
SMSC/British Values	<p>Social Moral Spiritual Cultural Education</p> <p>Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <hr/>					

British Values Education

- Democracy
- The rule of Law
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

	AUTUMN		SPRING		SUMMER	
School Events <ul style="list-style-type: none"> • Theme days • Charity events • Community events 	Class Author Week: Why are we named after this author? (05/09-16/09) National Poetry Day 6/10/22 'Just Talk' week - Oracy (wb 17/10/22) Black History Month: How can we learn about our school values through Black history? (October)	Anti-Bullying Week: Reach out Odd sock day 14/11/22 (14/11-18/11) STEAM week: Science -How fast can it go? The Leys Land Speed Record (wb 21/11-25/11) Enterprise Day: How can we be creative to raise money for our school at Christmas? (1/12) Take One Book - One Christmas Wish- Katherine Rundell (December)	Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th) Internet Safety Week: How can I keep myself safe online? (wb 06/02-10/02) Computing Months Jan/Feb: How can we solve problems with Coding?	World Book Day: How have books changed the world? (02/03) STEAM week: How high can you go? (Wb 14/03) Easter Poetry - wb 20/3 (world poetry day- 21/03)	KS2 SATs 8-11/5/23 International week (15/5): A week in ...? Healthy Living & Walk to School Week: How do we stay healthy? (22/5)	STEAM week: How long can it float? (Wb: 26/06 - 30/6) Careers Month June: What is my dream job? Climate change week: including data from weather station project (wb:03/07 - 07/07)
Charity Events	Local food bank Harvest	Poppy Appeal 7-11/11/22 Children in Need 18/11/22 Christmas Jumper Day (16/12)		Sports Relief TBC		

FOL Events	Disco (14/10) Non uniform day (21/10)	Enterprise Day (1/12) Refreshments at Nativities (Dec)		Disco (24/02)		Summer Fair (16/06)
Pupil Parliament	Cabinet vote (KS2) - (16/9/22) Session 1 (23/9/22) 11am		Focus session (20/1/23)		Focus session (21/4/23)	
Class trip		Willows Farm				Paradise park
TOPIC	All About me	Traditional Tales	Ready, Steady, Go! (transport)	Child led topic	Child led topic	Child led topic
Big Question						
Global Goals						
Diversity Awareness	Black History Month	Anti Bullying week Children in Need				

Prime	AUTUMN Sequence of learning		SPRING Sequence of learning		SUMMER Sequence of learning	
Communication and language	<ul style="list-style-type: none"> I can use both verbal and non verbal communication I can respond to a safe word both verbal and non verbal 	<ul style="list-style-type: none"> I can use key vocabulary to express myself I can talk about how I feel I am confident to speak to my peers 	<ul style="list-style-type: none"> I can have an opinion and be confident to share it I can use key vocabulary to express myself I can interact with peers and 	<ul style="list-style-type: none"> I am confident to speak to adults I can interact with peers and adults when sharing feelings and opinions 	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and 	<ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one

			adults when sharing feelings and opinions		<p>during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • 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. 	<p>discussions, offering their own ideas, using recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Physical development	<ul style="list-style-type: none"> • I can run safely avoiding other and obstacles • I can bend my knees when I land • I can jump with 2 feet • I can sit comfortably on a chair with both feet on the ground • I can run safely using the whole of my foot • I can move in 	<ul style="list-style-type: none"> • I can stand on 1 foot • I can climb stairs • I can climb on equipment using 2 hands • I can show increasing control in holding, using and manipulating a range of tools and objects • I can hold mark-making tools with thumb and all fingers 	<ul style="list-style-type: none"> • I can hold my own body weight • I can create lines and circles • I can manipulate a range of tools and equipment in one hand • I can grasp and release with two hands to throw and catch an object • I can follow a 2 step dance rhythm 	<ul style="list-style-type: none"> • I can sit on a chair correctly • I can use wheeled vehicles • I can follow a 3 step dance rhyme • I can experiment with different ways of moving • I can jump off an object and lands appropriately • I can travel with confidence and skill around, 	<ul style="list-style-type: none"> • I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • I can use a range of small tools, including scissors, paintbrushes and cutlery. • I begin to show accuracy and 	<p>I can negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> • I can demonstrate strength, balance and coordination when playing. • I can hold a pencil effectively in preparation for fluent writing -

	<p>response to music, or rhythms played on instruments</p> <ul style="list-style-type: none"> • I can jump up into the air with both feet leaving the floor • I can jump forward a small distance 		<ul style="list-style-type: none"> • I can begin to form recognisable letters independently 	<p>under, over and through balancing and climbing equipment</p> <ul style="list-style-type: none"> • I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	<p>care when drawing.</p>	<p>using the tripod grip in almost all cases.</p>
<p>Personal, social and emotional development</p>	<ul style="list-style-type: none"> • I can recognise how I feel • I can recognise when I need help • I can show how I feel • I can ask for help from a familiar adult <ul style="list-style-type: none"> • I can change for PE with support • I can take off and put on my coat independently 	<ul style="list-style-type: none"> • I can recognise how someone feels using verbal and non verbal clues • I can recognise when my feelings change • I can ask an adult for help • I can use the safe word stop • I can talk about what I like and dislike • I can talk about what I am good at <ul style="list-style-type: none"> • I can wash my hands independently 	<ul style="list-style-type: none"> • I can understand and use the Zones of regulation • I can begin to use strategies to self regulate my emotions • I can interpret my feelings using the Zones of Regulation • I can ask my friend for help <ul style="list-style-type: none"> • I understand why we wash hands after the toilet 	<ul style="list-style-type: none"> • I can start to self regulate my emotions • I can show patience and understanding that my feelings and wants are not always met. • I can show resilience to complete a task 	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • 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. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding 	<ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Work and play cooperatively and take turns with others. <p>Show sensitivity to their own and to others' needs</p>

					<p>the importance of healthy food choices.</p> <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. 	I can change for PE independently
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Specific	AUTUMN Sequence of learning		SPRING Sequence of learning		SUMMER Sequence of learning	
Phonics	<p>Phase Two s, a, t, p, i, n, m, d, g, o, c, k, ck, e,u,r, h, b, f, ff, l, ll, ss.</p> <p>Phase Three j, v, w, x, y, z, zz, qu, ch, sh, th, ng</p> <p>Tricky words is I the put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Expectation – 35 GPCs 17 CEWs</p>		<p>Phase Three ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Revisit Tricky words was you they my by all are sure pure Review all taught so far</p> <p>Expectation – 48 GPCs 17 CEWs</p>		<p>Phase Four – adjacent consonants</p> <p>Tricky words said, have, like, so, do, some, come, little, one, were, there, what, when out.</p> <p>Expectation – Blending and segmenting adjacent consonants with previously taught GPCs</p>	
Literacy	<p>Core books -Owl Babies -Handa's Surprise</p> <p>Core Poems -Five Little Pumpkins -Wise Old Owl -Chop Chop -Leaves are Falling -Cup of Tea -Mice</p>	<p>Core books -Suddenly -The Very Hungry Caterpillar</p> <p>Core Poems -Pointy Hat -Falling Apples -A basket of Apples -Breezy Waether -Who has seen the Wind? -Shoes</p>	<p>Core books -Aliens love Underpants -Superworm</p> <p>Core Poems -Popcorn -A little House -Pancakes -Lets Put on our Mittens -I can build a Snowman -Carrot nose</p>	<p>Core books -Whatever Next -Supertato</p> <p>Core Poems -Spring Wind -Furry, Furry Squirrel -Hungry Birdies - A little Seed -Stepping Stones -Mrs Bluebird</p>	<p>Core books -Stanley's stick</p> <p>Core Poems -I have a Little Frog -Dance -Pitter Patter -Sliced Bread -A Little Shell -Five Little Peas</p>	<p>Core books -Room on the Broom</p> <p>Core Poems -The Fox -Monkey Babies -Thunderstorms -Five Little Owls -If I were So Very Small -Under a Stone</p>

	<ul style="list-style-type: none"> • I can listen to a story in a small group • I can talk about what is happening in a picture • I can talk through a book • I can listen to and join in with stories and poems. • I can joins in with repeated refrains and phrases from rhymes and stories • I can hear and says the initial sound in words • I can give meaning to the marks I make as they draw, write and paint 	<ul style="list-style-type: none"> • I can begin to tell my own stories • I can talk about events and characters in stories. • I can suggest how the story might end • I can recognise familiar words and signs such as my own name. • I can use vocabulary influenced by my experiences of reading • I can begin to write for a range of reasons. 	<ul style="list-style-type: none"> • I can re-enact and reinvent stories I have heard in my play. • I can use a range of story vocabulary. • I can recall and discuss stories and information I have heard. • I can begin to segment the sounds in simple words and blend them together • I can begin to link sounds to some frequently used digraphs, e.g. sh, th, ee • I can identifying letters and write recognisable letters in sequence, such as my name 	<ul style="list-style-type: none"> • I can continue a rhyming string and identifies alliteration • I can choose how to record a narrative (drawing, writing, roleplay, video) • I can begin to read some high frequency words • I can being to read simple phonically decodable words and simple sentences 	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending • 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. 	<ul style="list-style-type: none"> • 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 • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words • Write simple phrases and sentences that can be read by others
<p>Talk for Writing</p>	<p>Class author books Owl Babies The Smartest Giant in town My body poem</p>	<p>The Little Red Hen The gingerbread man Goldilocks The enormous Turnip</p>	<p>I wish I were a pilot The Train Ride Transport poem</p>	<p>Zoom, Rocket, Zoom How to Brush your teeth on Earth-Instructions How to Brush your teeth in space-Instructions Whatever Next</p>		

Maths	White Rose Getting to know you Just like me!	White Rose It's me 1,2,3 Light and dark Consolidation time	White Rose Alive in 5 Growing 6,7,8	White Rose Building 9 & 10 Consolidation time	White Rose To 20 and beyond First then now	White Rose Find my pattern On the move
	<ul style="list-style-type: none"> I can count to 10 by rote I can say and understand the number names to 10 I can say numbers to 10 in order 	<ul style="list-style-type: none"> I can begin to use 1:1 correspondence I can understand the last number I say is the total amount (Cardinality) I can match quantity to numeral I can construct using a variety of shapes and equipment I can use key maths vocabulary I can sequence events 	<ul style="list-style-type: none"> I can count numbers to 20 by rote I can talk about groups of up to 10 objects using the vocabulary more, fewer and equal I can subitise to 5 I can talk about the composition of each number to 10 I can verbally count beyond 20 	<ul style="list-style-type: none"> I can say all number bonds to 5 by heart I can say some number bonds to 10 I can a number 1 more than a given number I can say a number 1 less than a given number I can talk about odd and even numbers I can double numbers to 5 I can share I can compare including, capacity, length, weight and time 	<ul style="list-style-type: none"> I can subitise (recognise quantities without counting) up to 5. I can verbally count beyond 20, recognising the pattern of the counting system. I can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 	<p>I have a deep understanding of numbers to 10, including the composition of each number.</p> <ul style="list-style-type: none"> I can 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 can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding of the world	Harvest festival 5 October YOM	13 November REMEMBRANCE SUNDAY	1.2 Chinese new year 1.3 Pancake day 17.3 Holi	2.4 Ramadan Easter	2.5 Eid	

	KIPPUR Jewish 24 October Diwali	Christmas	27.3 Mothers Day			
	<ul style="list-style-type: none"> • I can show an interest in celebrations • I can have a sense of own immediate family and relations and pets • I can recognise special helpers in my community. • I can take part in whole school and community celebrations • I can talk about what I hear, see and smell • I can point to things I see • I can ask questions about things I see 	<ul style="list-style-type: none"> • I can talk about my experiences • I can talk about where I live • I can recognise that everyone is different • I can understand that I belong to different groups (class, school) • I can talk about important times for me • I can begin to recognise and talk about changes in seasons • I can begin to understand how things grow • I can talk about my experiences from outside school • I can talk about my home environment 	<ul style="list-style-type: none"> • I can talk about important times for my family • I can recognise and talk about similarities and differences • I can talk about different celebrations • I can recognise and talk about things I celebrate 	<ul style="list-style-type: none"> • I can talk about my wider family • I can talk about belonging to a wider community (Stevenage) • I can begin to understand more about different cultures . • I can begin to explore the local environment 	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • 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

					around them and contrasting environments, drawing on their experiences and what has been read in class.	<p>stories, non-fiction texts and - when appropriate - maps.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive art and design	<ul style="list-style-type: none"> • I can build a model • I can begin to dance to music • I can sing a wide range of nursery rhymes and songs in a group 	<ul style="list-style-type: none"> • I can talk about what I have built • I can use props to tell a story • I can show rhythm • I can sing a wide range of nursery rhymes and songs independently 	<ul style="list-style-type: none"> • I can work in a group • I can use my experiences in play both in a group and independently • I can use a range of story vocabulary 	<ul style="list-style-type: none"> • I can explore a range of different medium 	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Make use of props and materials when role playing characters in narratives and stories. • Sing a range of well-known nursery rhymes and songs. 	<ul style="list-style-type: none"> • Share their creations, explaining the process they have used. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.