



Willowbrook Mead Reception Long Term plan 2022-23

The characteristics of Effective learning:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

- Every child is a unique child
- Children learn through positive relationships
- Children learn in enabling environments and with support from adults
- Importance of learning and development

Willowbrook
Mead Long
term planning

The areas and learning and development:

- Prime areas:
 - Communication and language
 - Physical Development
 - Personal, social and emotional development
- Specific areas:
 - Literacy
 - Mathematics
 - Understanding of the World
 - Expressive art and design

Educational Programmes
Early Learning Goals

We offer a curriculum that includes experiences and opportunities to develop as an individual. At the heart of our curriculum is the **child's interest**.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme and concepts	All about me! Settling into our new classrooms, meeting our teachers making friends, talking about our families, learning about different religions and traditions, Learning about resilience. Learn about Harvest LO: To learn about self-regulation	Our World Talking about our house and street, our school and the local area. Learning about Leicester. Celebrating Diwali/ bonfire night/ Christmas LO: To be aware of the community and world around me	Amazing animals Learning about animals from different habitats, look at dinosaurs and how they became extinct, recognising difference between animals and lifecycle LO: To compare between past and present animals	Space Naming planets, learn about space stations, learn about the role of an astronaut, Exploring Tim Peake's journey to space, Recognising signs of Spring, Learning about the Easter story and comparing to other beliefs LO: observe and comment on what is around me	Superheroes Looking at fictional superheroes, learning about real life superheroes. Look at people who help us and why it is important to help others. LO: To learn about the qualities of a superhero	When I grow up! Learn about different occupations, learn about growth of a plant, observe seeds growing LO: To observe change and set our goals
Key Texts <i>Traditional tale / text for shared read and 'talk for write' focus</i>	Pete the Cat Large family books You choose Three Billy goats gruff	Local maps How cities work Goldilocks	The Gruffalo Dinosaurs and all that rubbish The three little pigs	Goodnight Spaceman Jack and the beanstalk	Supertato Tom Moore book Handas surprise	Tiny little seed Oliver's vegetables
'wow' moments and enrichment	Bread making	Bonfire Diwali dress up Pantomime	Pet visit Zoolab	Visit to garden centre Spring walk Easter egg hunt	Visit from police/ nurse/ fire officer etc Caterpillars	Visit to Little city role play Caterpillars Planting seeds



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General Theme	All about me!	Our World	Amazing animals	Space	Superheroes	When I grow up!
Diversity and Cultural inclusion	Mae Jemison	Guy Fawkes Shivaji Chavan	Mary Anning	Tim Peake	Captain Tom Moore	
SMSC (Jigsaw curriculum)	Being in my world <ul style="list-style-type: none"> - I understand how it feels to belong and that we are similar and different - I can start to recognise and manage my feelings - I enjoy working with others to make school a good place to be - I understand why it is good to be kind and use gentle hands - I am starting to understand children's rights, and this means we should all be allowed to learn and play - I am learning what being responsible means 	Celebrating Difference <ul style="list-style-type: none"> - I can identify something I am good at and understand everyone is good at different things - I understand that being different makes us all special - I know we are all different but the same in some ways - I can tell you why I think my home is special to me - I can tell you how to be a kind friend - I know how to stand up for myself when someone says or does something unkind 	Dreams & Goals <ul style="list-style-type: none"> - I understand that if I persevere, I can tackle challenges - I can tell you about a time I didn't give up until I achieved my goal - I can set a goal and work towards it - I can use kind words to encourage people - I understand the link between what I learn now and the job I might like to do when I'm older - I can say how I feel when I achieve a goal and know what it means to feel proud 	Healthy Me <ul style="list-style-type: none"> - I understand that I need to exercise to keep my body healthy - I understand how moving and resting are good for my body - I know which foods are healthy and not so healthy and can make healthy eating choices - I know how to help myself go to sleep and understand why sleep is good for me - I can wash my hands thoroughly and understand why this is important - I know what a stranger is and how to stay safe if a stranger approaches me 	Relationships <ul style="list-style-type: none"> - I can identify some of the jobs I do in my family and how I feel like I belong - I know how to make friends to stop myself from feeling lonely - I can think of ways to solve problems and stay friends - I am starting to understand the impact of unkind words - I can use Calm Me time to manage my feelings - I know how to be a good friend 	Changing Me <ul style="list-style-type: none"> - I can name parts of the body - I can tell you some things I can do and foods I can eat to be healthy - I understand that we all grow from babies to adults - I can express how I feel about moving to Year 1 - I can talk about my worries and/or the things I am looking forward to about being in Year 1 - I can share my memories of the best bits of this year in Reception
Parent/Community involvement	Parent welcome meetings Tapestry	Tapestry Parents talking about Diwali Nativity performance	Tapestry Parent workshop-writing	Parents evening Tapestry	Visit from real life superheroes Tapestry	Class assembly Sports Day Tapestry



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General Theme	All about me!	Our World	Amazing animals	Space	Superheroes	When I grow up!
Communication and Language	<u>Daily story time</u> <ul style="list-style-type: none"> - Learn why listening is important - Learn new vocabulary - Listen to stories - Describe events in some detail - Articulate ideas and thoughts - Develop Social phrases - Listen to talk about stories 	<u>Daily story time</u> <ul style="list-style-type: none"> - Listen to and talk about selected non-fiction to develop a deep familiarity and knowledge of new vocabulary - Engage in non fiction books - Connect one idea or action to another using a range of connectives 	<u>Daily story time</u> <ul style="list-style-type: none"> - Use new vocabulary in different context - Understand the past through settings, characters, and events encountered through books in class and story telling - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<u>Daily story time</u> <ul style="list-style-type: none"> - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow an instruction following several ideas or actions 	<u>Daily story time</u> <ul style="list-style-type: none"> - Hold conversations when engaged in back and forth conversations with their teachers and peers - Express their ideas and feelings about their experiences using full sentences 	<u>Daily story time</u> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions
Personal, Social and Emotional development	<ul style="list-style-type: none"> - Build constructive and respectful relationships - Manage their own needs - Talk about themselves in a positive way 	<ul style="list-style-type: none"> - Think about the perspective of others - Identify and moderate their own feelings socially and emotionally - Confidence to try new activities 	<ul style="list-style-type: none"> - Explain the reasons for rules and know right from wrong - Show resilience and perseverance 	<ul style="list-style-type: none"> - Give focused attention to what has been said and respond appropriately 	<ul style="list-style-type: none"> - Know about the different factors that support their own health 	<ul style="list-style-type: none"> - Work and play cooperatively, taking turns - Show sensitivity to needs - Begin to regulate behaviour - Set and work towards simple goals



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Physical development	<ul style="list-style-type: none"> - Progress to a more fluent style of movement - Develop overall body strength 	<ul style="list-style-type: none"> - Combine different movements with fluency - Use a range of large and small apparatus - Develop the skills they need to manage the school day 	<ul style="list-style-type: none"> - Use core strength to achieve good posture for sitting - Develop a range of ball skills - Develop small motor skills to use a range of tools 	<ul style="list-style-type: none"> - Develop precision and accuracy - Show accuracy and care when drawing - Negotiate space and obstacles safely 	<ul style="list-style-type: none"> - Develop the foundations of a handwriting style - Move energetically 	<ul style="list-style-type: none"> - Hold a pencil in tripod grip for fluent writing - Demonstrate strength, balance and co-ordination when playing
Literacy	See separate long term phonics planning					
Maths	See separate long term maths planning (White Rose)					
Understanding the World	<ul style="list-style-type: none"> - Talk about members of their immediate family and community - Name and describe people who are familiar to them 	<ul style="list-style-type: none"> - Compare and contrast characters from stories - Draw information from a simple map - Understand some places are special to people - Recognise people have different beliefs 	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past - Describe what they see, hear, and feel whilst outside - Understand the effect of changing season 	<ul style="list-style-type: none"> - Explore the natural world around them - Recognise some environments are different - Understand the past through settings, characters and events 	<ul style="list-style-type: none"> - Talk about the lives of people around them and their role - Know similarities and differences between religious and cultural communities 	<ul style="list-style-type: none"> - Understand some important processes and changes in the natural world
Expressive Arts and Design	<ul style="list-style-type: none"> - Explore, use, and refine a variety of artistic effects - Create collaboratively sharing ideas and resources - Develop storylines into their pretend play - Explore and engage in music making and dance 	<ul style="list-style-type: none"> - Return to and build on previous learning to refine and develop - Sing in a group matching pitch and melody - Listen attentively, move, and discuss music 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Make use of props and materials when role playing characters and narratives in stories - Safely use and explore a variety of materials, tools and techniques, experimenting with colour 	<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 	<ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs. - Perform songs with others.



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