

Subject area	Term 1	Term 2	Term 3
Numeracy	<p>Recognise numerals 1 to 5.</p> <p>Count objects to 10, and begin to count beyond 10.</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count an irregular arrangement of up to ten objects/symbols</p> <p>Use the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Say the number that is one more than a given number.</p> <p>Find one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Use everyday language related to time (eg morning, afternoon, night time)</p> <p>Order and sequence familiar events (eg daily time-table)</p> <p>Begin to know the days of the week and measure time in simple ways eg using a sand timer.</p> <p>Order two or three items by length or height.</p>	<p>(On-going number work from term 1)</p> <p>Find the total number of items in two groups by counting all of them.</p> <p>Record, using marks that they can interpret and explain.</p> <p>Recognises some numerals 1-10 and beginning to know more.</p> <p>Count actions or objects which cannot be moved.</p> <p>Select a particular named shape.</p> <p>Describe their relative position such as 'behind' or 'next to'.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Order two or three items by length or height and measure using non-standard units</p> <p>Order two items by weight or capacity and measures using 'numbers of cups etc'.</p>	<p>(on-going number work from terms 1 and 2)</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Recognise and create a repeating pattern.</p> <p>Use everyday language related to money. Use 'money' to pay for snack and know names of some of the coins and notes.</p> <p>Use positional language such as behind, next to, in front, above under, near, far to describe an object's relative position.</p> <p>Use everyday language related to time eg tomorrow today, yesterday, next week. Know what time certain things happen each day and recognise an o'clock time.</p> <p>Measure short periods of time in simple ways (eg watch the second hand on a clock and see how many actions can be completed in a minute).</p>

Reception Class 2021/2022 Long term plan

Literacy	<p>Hear and say the initial sound in words.</p> <p>Segment sounds in simple words and blend them together.</p> <p>Begin to read words and simple sentences.</p> <p>Begin to be aware of how stories are structured.</p> <p>Listen to stories, accurately anticipating key events & respond to what is heard with relevant comments, questions or actions.</p> <p>Look at books independently.</p> <p>Give meaning to the marks they make as they draw, write and paint.</p> <p>Use some clearly identifiable letters.</p> <p>Write own name.</p>	<p>(On-going phonic work from term 1-blending and segmenting sounds)</p> <p>Listen attentively in a range of situations.</p> <p>Write own name and other things such as captions.</p> <p>Enjoy an increasing range of books.</p> <p>Know that information can be retrieved from books or computers.</p> <p>Continue a rhyming string.</p>	<p>(On- going phonic work from terms 1 and 2: decode regular words and read them aloud. Read some common irregular words).</p> <p>Listen and respond appropriately to what others say (begin 'show and tell' sessions).</p> <p>Write short sentences in meaningful contexts(some words spelt correctly, others phonetically plausible).</p>
R.E	<p>Learn the prayers we say at school and church.</p> <p>Creation/relationships/Advent/Christmas</p> <p>as/The Bible</p>	<p>Learn the prayers we say at school and church.</p> <p>Baptism/Jesus and God/Holy week/Easter/The Bible</p>	<p>Learn the prayers we say at school and church.</p> <p>Pentecost/Special celebrations/Mary</p>
Understanding the world/expressive arts/physical	<p>Activities linked to: Autumn /Winter/ Remembrance/Christmas</p> <p>Songs and music-making, PE sessions begin.</p>	<p>Activities linked to :</p> <p>Spring/baptism/Easter/animals.</p> <p>Songs and music-making, out-door PE and 'Forest-school' in school grounds.</p>	<p>Activities linked to : puppet shows/celebrations/holidays/sports day/summer</p>