

Reception Long-Term Plan September 2021
Emily Matthews and Katie Manderville

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading comprehension	<p>Knows that English text is read from left to right and top to bottom, Can hold a book the correct way up and carefully turn the pages. Knows the different parts of a book (cover, pages, pictures, writing).</p> <p>Begins to realise that information can be retrieved from books, computers and mobile devices.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to short stories with focus and attention, joining in with repeated refrains.</p> <p>Uses some vocabulary and forms of speech that are increasingly influenced by their experience of having books read to them. Uses and understands some recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.</p>	<p>Knows that English text is read from left to right and top to bottom. Can hold a book the correct way up and carefully turn the pages. Knows the different parts of a book (cover, pages, pictures, writing, title).</p> <p>Begins to realise that information can be retrieved from books, computers and mobile devices.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to short stories with focus and attention, joining in with repeated refrains.</p> <p>Uses some vocabulary and forms of speech that are increasingly influenced by their experience of having books read to them. Uses and understands some recently introduced vocabulary during discussions about stories, non-fiction, poems and role-play.</p>	<p>Knows the different parts of a book (cover, pages, pictures, writing, title).</p> <p>Knows information can be retrieved from books, computers and mobile devices.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to stories with focus and attention, joining in with repeated refrains. Anticipate key events in stories and suggests how a story might end.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.</p>	<p>Knows the different parts of a book (cover, pages, pictures, writing, title).</p> <p>Knows information can be retrieved from books, computers and mobile devices.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to stories with focus and attention, joining in with repeated refrains. Anticipate key events in stories and suggests how a story might end.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.</p>	<p>Knows the different parts of a book (cover, pages, pictures, writing, title, blurb).</p> <p>Knows information can be retrieved from books, computers and mobile devices. Chooses to search for information about things that interest them.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to longer stories, sometimes without pictures, with focus and attention. Can join in with repeated refrains. Anticipates key events in stories and suggests how a story might end.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.</p>	<p>Knows the different parts of a book (cover, pages, pictures, writing, title, blurb).</p> <p>Knows information can be retrieved from books, computers and mobile devices. Chooses to search for information about things that interest them.</p> <p>Enjoys an increasing range of printed and digital books, both fiction and non-fiction.</p> <p>Enjoys listening to longer stories, sometimes without pictures, with focus and attention. Can join in with repeated refrains. Anticipates key events in stories and suggests how a story might end.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.</p>

	<p>Demonstrates understanding of what has been read to them by re-telling main events of simple stories in their own words and using some vocabulary from the story. They can name the main characters. They can re-enact parts of familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns some simple rhymes and poems.</p> <p>Begins to navigate simple apps. Engages with a text using simple phonic knowledge and illustrations to interpret it.</p> <p><u>Aut 1 Book List</u> Lola Goes to School; Dear Zoo; My first Pets; Handa’s Surprise; The Three Bears; Three Billy Goats; A Great Big Cuddle by Michael Rosen (poems); Stick and Stone (PSED)</p>	<p>Demonstrates understanding of what has been read to them by re-telling main events of simple stories in their own words and using some vocabulary from the story. They can name the main characters. They can re-enact parts of familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns some simple rhymes and poems.</p> <p>Begins to navigate simple apps. Engages with a text using simple phonic knowledge and illustrations to interpret it.</p> <p><u>Aut 2 Book List</u> Lighting a Lamp (Diwali Story) non-fiction; Little Robin Red Vest; Teddy Christmas book; The Christmas Story; Books about autumn; A Great Big Cuddle by Michael Rosen (poems)</p>	<p>Demonstrates understanding of what has been read to them by re-telling main events of stories in their own words and using some vocabulary from the story. They can describe some details about characters and setting. They can re-enact parts of familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns several rhymes and poems.</p> <p>Begins to navigate simple apps. Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge and illustrations to interpret it.</p> <p><u>Spring 1 Book List</u> Mama Do you Love me? (Arctic); Kumak’s Fish (arctic); Floppy’s book about ice; Clever Sticks; Film about the story of Nian the monster; The Snowy Day; information books about winter and arctic</p>	<p>Demonstrates understanding of what has been read to them by re-telling main events of stories in their own words and using some vocabulary from the story. They can describe some details about characters and setting. They can re-enact parts of familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns several rhymes and poems.</p> <p>Begins to navigate simple apps. Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it.</p> <p><u>Spring 2 Book List</u> Captain Beasties Pirate Party; Ocean Pollution Book-Where’s the Star Fish?; Rosie’s Walk; Easter and ship information books</p>	<p>Demonstrates understanding of what has been read to them, and what they have read themselves, by re-telling stories in their own words and using the vocabulary from the story. They can describe the main story setting, events and characters in increasing detail. They can re-enact familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns several rhymes and poems and is confident to perform them. Navigates simple apps. Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it. Is happy to re-read books to increase their fluency, understanding and enjoyment.</p> <p><u>Sum 1 Book list</u> Lima’s Red hot Chili; Oliver’s Vegetables; The Tiny Seed (Eric Carl); My First Book of Garden Birds</p>	<p>Demonstrates understanding of what has been read to them, and what they have read themselves, by re-telling stories in their own words and using the vocabulary from the story. They can describe the main story setting, events and characters in increasing detail. They can re-enact familiar stories. They can recall some key information from non-fiction texts.</p> <p>Learns several rhymes and poems and is confident to perform them. Navigates simple apps. Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it. Is happy to re-read books to increase their fluency, understanding and enjoyment.</p> <p><u>Sum 2</u> Spiders or Bees: Aaaagghh Spider!; National Geographic spider book; The Beekeeper; Bee non-fiction book; The hungry caterpillar; The Crunching, Munching Caterpillar; The Three Little Pigs; Life Cycle of a Butterfly and Frog</p>
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