

Reception – Long term plan 2020/21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes *Trips/activities	Recovery curriculum & Super Me!	A journey through Space, Christmas *Festive family afternoon	Dinosaur world	Spring has sprung	Under the Sea	Summer fun *Sea life centre visit
Personal, Social & Emotional Development	Jigsaw- Being me in my world	Jigsaw – Celebrating differences	Jigsaw - Dreams and Goals	Jigsaw – Healthy Me	Jigsaw – Relationships	Jigsaw – Changing Me
Physical Development Gross motor skills Fine motor skills	P.E – Best of Balls -Develop comfortable grip when using pens and pencils. -Using one handed tools and equipment – scissors. -Learning how to use knife & fork. -Continue to develop their movement, balancing and riding and ball skills. -Skip, hop, stand on one leg and hold and pose for a game like musical statues. -Taking part in group activities such as Stuck in the mud and Tag. -Using and remembering sequences and patterns of movement which are related to music & rhythm. -Increasing independence of getting dressed and undressed – zips on coats etc.	P.E – Gymnastics Jumping Jacks & Rock & Roll Funky finger weekly challenges -Develop small motor skills in order to use a range of tools competently, safely and confidently. -Further develop the skills they need to manage the school day successfully such as lining up and queuing, meal times and personal hygiene. -Fundamental movement skills: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	P.E – Dance ‘til you drop -Develop core muscle strength to achieve good posture – carpet time and table activities. -Know and talk about the different factors that support their overall health and wellbeing including physical activity, healthy eating, brushing teeth, being a safe pedestrian etc. -Develop body strength, co-ordination, balance and agility. -Combine movements with ease and fluency. -Develop and refine ball skills: throwing and catching, kicking, passing, batting & aiming. Discrete handwriting sessions focusing on letter families	P.E – Gym in the Jungle Pencil control: following patterns/phonics graphemes taught -Begin to negotiate space and obstacles safely. -Begin to develop strength, balance and co-ordination when playing. -Develop pencil control skills in preparation for fluent writing – develop use of tripod grip. -Continue to develop confidence when using small tools. -Develop drawing skills with a focus on accuracy and care. Discrete handwriting sessions focusing on letter families	P.E – Dance: Dinosaurs -Negotiate space and obstacles safely with increasing consideration of themselves and others. -Develop strength, balance and co-ordination when playing. -Increasing confidence when using a pencil in preparation for fluent writing – using tripod grip. -Use a range of small tools in range of context including scissors, paintbrushes and cutlery. -Take care when drawing pictures. Pencil control: following patterns/phonics graphemes taught Discrete handwriting sessions focusing on letter families	P.E – Games, The Olympics -Negotiate space and obstacles safely with consideration of themselves and others. -Demonstrate strength, balance and co-ordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. -Use a range of small tools, including scissors, paintbrushes and cutlery. -Begin to show accuracy and care when drawing. Pencil control: following patterns/phonics graphemes taught Discrete handwriting sessions focusing on letter families
Communication & Language	<p align="center">Throughout the year children will:</p> <ul style="list-style-type: none"> ➤ Enjoy listening to longer stories and talk about what has happened in the text to build familiarity and understanding. <ul style="list-style-type: none"> ➤ Understand how to listen carefully and why listening is so important. ➤ Develop their vocabulary and use this new vocabulary through their day. ➤ Ask questions to find out more and to check they understand what has been said to them. ➤ Participate in circle times where they will describe events in some detail. 					

	<p style="text-align: center;">➤ Explain how things work and why they might happen.</p> <p style="text-align: center;">Working towards end of year ELG's – Speaking & Listening, attention & understanding</p> <ul style="list-style-type: none"> ➤ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ➤ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ➤ Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher. ➤ Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ➤ Make comments about what they have heard and ask questions to clarify their understanding. ➤ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 					
<p>Literacy</p> <p><u>Word Reading:</u> Topics led by texts</p> <p><u>Writing – topic based</u></p> <p><u>Comprehension</u></p>	<p>(Baseline) Recovery curriculum texts: Here we are; The colour monster; While we can't hug; The boy, the mole, the fox and the horse; The boy who loved everyone; The huge bag of worries. Texts: Supertato, The Colour Monster, Guess how much I love you, Autumn non-fiction, nursery rhymes, Our bodies non-fiction</p> <p>-Understand key concepts of print. -Use some of their print and letter knowledge in their early writing eg. Writing a shopping list. -Write some or all of their name. -Develop their phonological awareness with a focus on spotting and suggesting rhymes, clapping syllables in a word, recognize words with same initial sound. -Engage in extended conversations about stories, learning new vocabulary.</p> <p>Phonics – Phase 1&2</p>	<p>Texts: Whatever next, The man on the moon, The Darkest dark, Here come the aliens, The way back home, non-fiction texts about space Christmas stories, The Jolly Christmas Postman, Stickman</p> <p>-Develop knowledge of letter sounds and read individual letters. -Begin to blend sounds into words. -Read a few common exception words. -Begin to read simple phrases and sentences made up of words with known letter sound correspondences and some exception words. -Begin to form lower case letters correctly. -Begin to spell words by identifying the sounds. -Begin to write short sentences and develop understanding of key features of sentence writing eg. capital letter, finger spaces and full stop.</p> <p>Phonics – Phase 2</p>	<p>Texts: How to grow a dinosaur, Dinosaurs love underpants, Bumpus jumpus dinosaurumpus, Harry and the bucketful of dinosaurs, Tyrannosaurs drip, Dinosaur non-fiction texts</p> <p>-Blend sounds into words in order to read short words. -Read some letter groups that each represent one sound and say sounds for them. -Read common exception words (tricky words). -Read simple phrases and sentences made up of words with known letter-sound correspondences and common exception words. -Re-read phonically decodable texts to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Form lower-case and capital letters correctly. -Spell words by identifying the sounds. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense.</p> <p>Guided reading – Word reading according to phase</p>	<p>Texts: Everything spring, Eggs and chicks, Spring is here!, The spring rabbit, When will it be spring?, Seasons non-fiction texts, Spring non-fiction texts</p> <p>-Demonstrate understanding of what has been read to them. -Understand recently introduced vocabulary. -Say a sound for each letter in the alphabet and some digraphs. -Blend sounds to read words – consistent with their phonic knowledge -Read aloud simple sentences and books -Write recognizable letters, -Spell words by identifying sounds in them. -Write simple phrases and sentences.</p> <p>Phonics – Phase 3&4</p> <p>Guided reading – Word reading according to phase ability, reading tricky words, comprehension</p>	<p>Texts: Fiddler, Sharing a shell, Bright Stanley, Commotion in the ocean, Barry – The fish with fingers, The Rainbow fish, The fish who could wish, non-fiction texts – life under the sea etc.</p> <p>-Demonstrate understanding of what has been read to them by retelling stories. -Begin to anticipate key events in stories. -Use and understand 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. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Write recognizable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.</p> <p>Guided reading - Word reading according to phase</p>	<p>Texts: Kipper's Sunny Day, Grandma's Beach, Herman's holiday, The Sunflower Sword, Mouse's summer muddle, Tree, non-fiction texts – seasons etc.</p> <p>-Trip recount -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate (where appropriate) key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. -Write recognizable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

			ability, reading tricky words, comprehension Phonics – Phase 3		ability, reading tricky words, comprehension Phonics – Phase 3/4	-Write simple phrases and sentences that can be read by others. Guided reading - Word reading according to phase ability, reading tricky words, comprehension Phonics Phase 3/4
<p>Maths Mathematical language/problem solving throughout the year</p> <p><u>Number</u></p> <p><u>Numerical pattern</u></p>	<p>(Baseline) Counting rhymes Numbers to 10 – number of the week -Subitising up to 3 -Recite numbers past 5 -Say one number for each item in order -Understand cardinal principle. -Show ‘finger numbers’ up to 5. -Link numerals and amounts. -Experiment with their own symbols and marks as well as numerals. Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). -Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: ‘more than’, ‘fewer than’. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. -Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’. -Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Numbers to 10-number of the week -Count objects, actions and sounds. -Subitise. -Link the number symbol (numeral) with its cardinal number value. -Count beyond ten. -Compare numbers. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.</p>	<p>-Count objects, actions and sounds independently using 1:1 correspondence. -Subitise increasing amounts. -Link the number symbol (numeral) with its cardinal number value. -Count beyond ten. -Compare numbers. -Understand the ‘one more than/one less than’ relationship between consecutive numbers. -Explore the composition of numbers to 10. -Automatically recall number bonds for numbers 0–10. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Continue, copy and create repeating patterns. -Compare length, weight and capacity.</p>	<p>-Continue to consolidate understanding of number to 10. -Subitise (recognise quantities without counting) up to 5. -Automatically recall number bonds up to 5 and some number bonds to 10, -Count beyond 20. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds.</p>	<p>Have a deep understanding of number to 10. -Subitise (recognise quantities without counting) up to 5. -Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10. -Verbally count beyond 20. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Money – coin recognition 2D shapes & 3D shapes Time measurements – clock activities -Have a deep understanding of number to 10, including the composition of each number. -Subitise (recognise quantities without counting) up to 5. -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. -Verbally count beyond 20, recognising the pattern of the counting system. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	<ul style="list-style-type: none"> -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Combine shapes to make new ones – an arch, a bigger triangle etc. -Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ 					
<p>Understanding the World</p> <p><u>The Natural World</u></p> <p><u>People, Culture & Communities</u></p> <p><u>Past & Present</u></p>	<p>Tag a forest school tree</p> <p>Celebrations – Harvest</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Begin to make sense of their own life-story and family’s history. -Show interest in different occupations. -Explore how things work. -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. 	<p>Space Walk – Forest School</p> <p>Celebrations – Bonfire night, Remembrance Sunday, Anti-bullying week, Diwali, Advent, Christmas</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Learn how to draw information from a simple map. -Understand that some places are special to members of their community. -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. 	<p>What did the world look like when dinosaurs were living on Earth?</p> <p>Celebrations- Australia Day, Chinese New Year</p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Draw information from a simple map. -Understand that some places are special to members of their community. -Recognise that people have different beliefs and celebrate special times in different ways. -Recognise some similarities and differences 	<p>Planting sunflowers, Eggs in school to hatch into chicks</p> <p>Celebrations – Mother’s Day, Good Friday, Easter</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them. -Begin to understand the past through settings, characters and events encountered in books read in class and storytelling. -Describe their immediate environment. -Know some similarities and differences between different religious and cultural communities in this country. -Begin to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. -Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<p>Celebrations – May Day, World Environment Day, World Ocean Day, Father’s Day,</p> <p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> -Begin to understand similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -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. -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. 	<p>Celebrations – 4th of July</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -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. -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

	<ul style="list-style-type: none"> -Talk about the differences between materials and changes they notice. -Continue to develop positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences 	<ul style="list-style-type: none"> -Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> between life in this country and life in other countries. -Explore the natural world around them. -Describe what they see, hear and feel whilst outside. -Recognise some environments that are different to the one in which they live. -Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> -Recognise some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Begin to understand some important processes and changes in the natural world around them. 	<ul style="list-style-type: none"> -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) 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 around them and contrasting environments, drawing on their experiences and what has been read in class. -Develop understanding of some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Religious Education	Which stories are special and why?	Why do Christians perform nativity plays at Christmas?	Why is the word God so important to Christians?	Why do Christians put a cross in an Easter garden?	What places are special and why?	What is special about our world?
Expressive Arts & Design <u>Creating with Materials</u> <u>Being imaginative and expressive</u>	<ul style="list-style-type: none"> Self-portraits, picture of house, portrait of our families, colour monsters -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Explore different materials freely, in order to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> Nativity play, designing your own rocket, design your own spacesuit, making the planets, making your own planet – transient art in the forest, Christmas crafts -Explore and use a variety of artistic effects to express their ideas and feelings. - Develop collaboration skills - sharing ideas, resources and skills. -Listen attentively, move to and talk about music. -Watch and talk about dance and performance art. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Begin to develop storylines in their pretend play. -Explore and engage in music making and dance, 	<ul style="list-style-type: none"> Portrait of dinosaurs, making our own dinosaurs – different effects and materials, fossil making Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching 	<ul style="list-style-type: none"> Spring pictures, flower making, blossom trees, Easter cards, Easter crafts -Safely use and explore a variety of materials, tools and techniques. -Share their creations. -Make use of props and materials when role playing. -Invent narratives and stories with peers and their teacher. -Sing some well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others. 	<ul style="list-style-type: none"> Making our own aquarium, designing our own fish, Octopus paper chains, The rainbow fish scales -Safely use and explore a variety of materials, tools and techniques, experimenting with colour & design. -Share their creations and begin to explain processes they have used. -Make use of props and materials when role playing characters in narratives and stories. -Invent & adapt narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when 	<ul style="list-style-type: none"> Summer season pictures, sunflowers (Van Gogh), making our own sunglasses, designing our own ice cream flavours. -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs.

	<ul style="list-style-type: none"> -Join different materials and explore different textures. -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs, or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas. 	<p>performing solo or in groups.</p>	<p>the pitch and following the melody.</p> <ul style="list-style-type: none"> -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups. 		<p>appropriate) try to move in time with music.</p>	<ul style="list-style-type: none"> -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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