

## RECEPTION LONG TERM PLAN 2019-2020

Predicted Interests According to Time of the Year - Topics could change as all planning linked to children's current interests!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes, Interests, Trips</b>	<b>Marvellous Me</b> Getting to know each other / Settling in Ourselves Superheroes Real-life heroes Autumn What we did in our holidays. Harvest <b>BASELINE</b>	<b>Come on, let's celebrate!</b> Light and Dark Festivals of light - Diwali, Hannukah, Christmas. Bonfire Night  Pantomime Trip	<b>Food Glorious Food</b> New Year Resolutions Chinese New Year	<b>Castles and Kingdoms</b> Pancake Day Easter Signs of Spring Local Visit/Walk Traditional stories	<b>Beastly Beings</b>  School Trip - South Angle Farm? / zoo Farm animals Dinosaurs Minibeasts	<b>Hooray...Let's go on holiday</b>  Sports Day Science Day Class Assembly Summer Holidays Transition into Y1 Under the Sea Water Pirates
<b>Communication and Language</b>	This is a suggested programme of teaching focus for communication and language skills. However we will teach and model the learning each individual needs during interventions in their play. The children will continually be practising their communication skills. .					
<b>Personal, Social and Emotional Development</b>	This is a suggested programme of study for the children's PSED but these skills will be developed constantly through adult interventions in their play e.g. to model, to help share, to suggest ways of resolving situations, etc.					
	<u>Myself and My Relationships</u> - Beginning and Belonging	<u>Myself and My Relationships</u> - My family and friends, including Anti-bullying My emotions	<u>Citizenship</u> - Identities and diversity	<u>Healthy and Safer Lifestyles</u> - My Body and Growing Up	<u>Healthy and Safer Lifestyles</u> - Keeping safe, incl drug education	<u>Healthy and Safer Lifestyles</u> - Healthy Lifestyles
<b>Physical Development</b>	Daily Funky Fingers to practise fine motor skills Moving in diff ways spatial awareness stopping and starting. Racing and chasing games / Throwing and catching beanbags	Daily Funky Fingers to practise fine motor skills  Dance Christmas Play  Ball Skills	Daily Funky Fingers to practise fine motor skills  Gymnastics (Apparatus)  Striking & Fielding - Football skills / Bats and Balls	Daily Funky Fingers to practise fine motor skills  Dance - group/paired  Invasion Games	Daily Funky Fingers to practise fine motor skills  Gymnastics / Yoga  Ball Skills / Bat and Ball Skills	Daily Funky Fingers to practise fine motor skills  Swimming  Sports Day Skills
<b>Literacy</b>	Narrative - The Three Bears Nursery Rhymes  Non-fiction: Labels and captions	Narrative - The Owl Babies Firework poems  Non-fiction - Information Text	Narrative - The Gingerbread Man Food Poems Non-fiction - Menu Recipes	Narrative - Jim and the Beanstalk Giant poems  Non-fiction - Instructions	Narrative - Little Red Riding Hood Animal Poems Non-fiction - Information Text	Narrative - The Rainbow Fish Sea-life poems Non-fiction - Recount
	Daily Phonics Sessions - Revision of phase 1 Phases 2-4 (5) Guided Reading and Individual Reading once a week Weekly shared reading and writing opportunities - fiction, non-fiction, poetry Story times Continuous Provision					
<b>Maths</b>	This is a suggested programme of study for the maths that will be covered in Reception based on the White Rose Hub planning. However we will teach the learning as it arises in the children's individual needs and interests. We will also be continually revising all mathematical areas through continuous provision and adult interventions in the children's play.					

	<p>Baseline (3 weeks)</p> <p>Numbers: Counting and Recognition (working with numbers to 5)</p> <p>-Children count reliably with numbers 1-5 -Recognise numbers of some significance -Recognise numerals 1-5</p> <p>Sorting into groups</p>	<p>Comparing groups - more and less 1 more / 1 less</p> <p>Time - measuring small units of time.</p> <p>Days of the Week</p> <p>Sequencing</p>	<p>Numbers -</p> <p>Introducing zero</p> <p>Number bonds to 5</p> <p>Counting and ordering numbers 1-10</p>	<p>Addition to 10 Number bonds to 10</p> <p>Part part whole model to 10</p> <p>Using a tens frame</p> <p>Spatial Awareness - positional language</p> <p>2D and 3D shapes</p>	<p>Numbers to 20</p> <p>Addition / Subtraction - Counting on and back</p> <p>Patterns</p>	<p>Doubling and halving</p> <p>Sharing groups of objects</p> <p>Measure - height, length, distance, weight, capacity</p> <p>Consolidation time</p>
<p><b>Understanding the World - People and Communities (which covers R.E.) -The World</b></p>	<p>This is a suggested programme of study for the learning in the area of UtW that will be covered in Reception. However we will teach the learning as it arises in the children's individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children's play.</p>					
	<p>-Developing an understanding of how we grow -Naming body parts <b>-The senses</b> -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (Links to physical development) -Talking about past and present events in their lives</p>	<p>-Nocturnal animals -Light and Dark -Night Workers -Cultures - festivals, weddings</p>	<p>-Food, senses, different cultures, changes when cooking. -Cookery -Growing food. -Tasting new foods</p>	<p>-They talk about the features of their own immediate environment and how environments might vary from one another. Environments from the stories. Different settings -Use children's own heritage. -Stories from different religions</p>	<p>-Looks closely at similarities, differences in relation to plants, seeds, fruit and vegetables and animals, minibeasts and their habitats. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>-Looks closely at similarities, differences in relation to animals and their habitats (sea creatures) -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>
<p><b>Understanding the World - Technology</b></p>	<p>This is a suggested programme of study for the learning in the area of UtW - technology that will be covered in Reception. However we will teach the learning as it arises in the children's individual needs and interests. We will also be revising a range of these areas through continuous provision and adult interventions in the children's play.</p>					
	<p>Exploring ICT in the classroom environment. Using toys with remote controls, buttons and switches. Exploring the interactive white board- using pen function and moving images.</p>	<p>Name writing- finding/typing letters on a keyboard.</p>	<p>Continuation of engaging with ICT in the classroom, using toys with increased control and skill.</p>	<p>Logging on independently- completing age appropriate games. Clicking on icons.</p>	<p>Exploring different software programmes such as paint, simple city and story maker.</p>	<p>Selecting software and hardware for different purposes. Using toys such as cameras, cd players and Bee-Bots with skill.</p>
<p><b>Expressive Art and Design</b></p>	<p>This is a suggested programme of study for the learning in the area of EAD that will be covered in Reception. However we will teach the areas as they arise in the children's individual needs and interests. The children will also be revising and practising skills through continuous provision and adult interventions in the children's play.</p>					

	<p><b>Paint/colours/Texture</b>          -Explores what happens when they mix colours.          -Experiments to create different textures.</p> <p>-Learn a repertoire of songs - body/counting / nursery rhymes / Harvest songs          -Superman dance</p>	<p><b>Painting Techniques</b>          -Uses simple tools and techniques competently and appropriately.</p> <p>-Learning Christmas songs and dances          -Introduce instruments and their sounds</p>	<p><b>Cooking- fruit salads/smoothies</b></p> <p>-Chinese Dragon Dances          -Accompany stories with instruments - sound stories</p>	<p><b>Materials-Junk Modelling</b>          -Selects appropriate resources and adapts work where necessary.          -Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>-Changing sounds - loud/quiet/high/low/fast/slow</p>	<p><b>Textiles - animal patterns</b></p> <p>-Constructs with a purpose in mind.          -Selects appropriate resources and adapts work when necessary</p> <p>Changing songs, sounds and dances</p>	<p><b>Techniques-Printing</b>          -Chooses particular colours to use for a purpose.</p> <p>Changing songs, sounds and dances</p>
<b>Assessment/Observation</b>	Home Visits Baseline	Parent Consultations Phonics		Parent Consultations Mid-year reports	EYFSP	Long Observations Complete EYFSP and send off Annual Pupil Reports for parents