

Reception Long term Plan 2020

	Engage and Learning Events	Texts to support learning	Computing – Being a creator	Pie Corbett –talk	Early Foundation subjects
<p>Reception Theme 1: Marvellous me</p>	<p>Letters and messages revealing the class pet over a few weeks. The pet wants to know more about the children.</p> <p>End of term performance/ video for parents. “Parents and Popcorn” showcase of the term’s work and end piece.</p>	<p>Elmer Rainbow fish Ugly Duckling Marvellous me inside and out Riley can be anything Let’s make faces (art stimulus) Monkey Puzzle</p> <p>-Songs – 1,2,3 its good to be me, head shoulders knees and toes, come to the pet shop, daddy finger, feelings song, if your happy and you know it, special me</p>	<p>IPad to create self-portraits</p> <p>Ipads to record video of the children talking about what they like at school</p> <p>Use Ipad to capture performance of story retelling</p> <p>ICT skill How to use Activ inspire and the IWB to complete simple games</p> <p>Coding without computers – listening and following instructions</p>	<p>Monkey Puzzle Ugly Duckling</p>	<p>The Arts Andy Warhol - Pop Art Self-portraits using different media Hannah Hoch – Collaging -Collaging Christmas crafts – combining media - Clay – Diwali diva lamps -Music and drawing using colours of the rainbow</p> <p>History -Sharing photographs and artefacts from their own lives(Memory boxes) -Dreams and growth mindset project – what do you want to be when you grow up?</p> <p>Geography Walks aroundschool - Autumn walk -Environments / habitats – under the sea, in the jungle</p> <p>Science Autumn walk – changes and collecting and sorting leaves -WOW day – hands on exploring</p> <p>RE Eid Diwali Christmas</p>

Reception Long term Plan 2020

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Reception Theme 2: Super Detectives	<p>Launch – Police video stating there has been a crime spree</p> <p>Detective books – children to collect stamps when they have found clues – achieve detective certificate at the end</p> <p>CCTV videos of mischief Clues for them to find on the floor</p> <p>Police role play</p>	<p>The Gruffalo The Gruffalo’s Child Goldilocks and the three bears We’re going on a bear hunt Supertato Gingerbread Man</p> <p>Songs – When Goldilocks went to the house of the bears, Julia Donaldson Gruffalo song,</p>	<p>Children to record and send back to the police with updates</p> <p>Using Ipads to take pictures of clues – adobe spark to talk about the clues</p> <p>ICT skill Coding without computers – Directing a teacher Directing each other (set beg to set end)</p> <p>Beebots Alex</p>	<p>We’re going on a bear hunt Gingerbread Man</p>	<p>The Arts Gruffalo art work Natural art Making Evil pea traps Piet Mondrian – red, yellow, blue squares (different sizes) Van Gogh – Starry night Wax resist – watercolour painting Kandinsky – cirlices (The Dot) Henri Rousseau – jungle prints (combining techniques – drawing and collaging)</p> <p>History Stories from the past – dogger, The tiger that came to tea,</p> <p>Geography -Walks around the local environment – Winter and Spring walk</p> <p>Science -Materials and changes</p> <p>RE Chinese New Year Easter</p>

Reception Long term Plan 2020

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<p>Reception Theme 3: Land and sea</p>	<p>Children of video in Australia</p> <p>Farm visit</p> <p>Hatching chicks</p> <p>End of term - Pirate Party</p>	<p>What the Ladybird Heard</p> <p>Oliver’s vegetables</p> <p>Farmer Duck</p> <p>Class 3 all at sea</p> <p>Sharing a shell</p> <p>Commotion in the ocean</p> <p>Songs</p> <p>Chick, chick, chick, chicken, old mcdonald, There’s a hole at the bottom of the sea, The day I went to sea, What shall we do with a</p> <p>Pirate,</p>	<p>Imagineering of under sea</p> <p>ICT skill</p> <p>Twinkl – coding club</p> <p>Daisy Scratch Jr – pirate map</p>	<p>What the Ladybird Heard</p> <p>Farmer Duck</p>	<p>The Arts</p> <p>Printing</p> <p>Artist TBC Observational drawing and painting (still life)</p> <p>-Collaborative collaging</p> <p>-Making models, choosing materials, joining</p> <p>Claude Monet – waves breaking</p> <p>History</p> <p>-Visits from a baby and a toddler</p> <p>-Sharing Photographs from when they were a baby – growing and changing</p> <p>Geography</p> <p>-Visit to the farm</p> <p>-Hatching chicks</p> <p>-Planting vegetables</p> <p>-Google Earth</p> <p>-Photographs</p> <p>Science</p> <p>-Oliver’s vegetables – what changes when we heat vegetables?</p> <p>-Growing grass seeds</p> <p>-Magnets – which treasure belongs to the pirates?</p> <p>-Dissolving experiment</p> <p>-Floating and sinking</p>

Reception Long term Plan 2020

	Autumn	Spring	Summer
CAL	<ul style="list-style-type: none"> -Listen carefully to rhymes and songs, paying attention to how they sound -Engage in story times -Understand how to listen carefully and why listening is important -Engage in non-fiction books -Develop social phrases. -Describe events in some detail. -Learn new vocabulary -Learn rhymes, poems and songs. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words 	<ul style="list-style-type: none"> -Listen to and talk about stories to build familiarity and understanding -Ask questions to find out more and to check they understand what has been said to them -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. -Connect one idea or action to another using a range of connectives -Articulate their ideas and thoughts in well-formed sentences. -Use new vocabulary 	<ul style="list-style-type: none"> -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. -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 of conjunctions, with modelling and support from their teacher.
PSED	<p>SR: -Express their feelings and consider the feelings of others</p> <p>MS: -Manage their own needs</p> <p>-See themselves as a valuable individual.</p> <p>BF: Build constructive and respectful relationships</p>	<p>SR: -Think about the perspectives of others. Show resilience and perseverance in the face of challenge</p> <p>MS: -Identify and moderate their own feelings socially and emotionally</p> <p>BF: -Form positive attachments to adults and friendships with peers</p>	<p>SR: -Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-Give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p>MS: -Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>

Reception Long term Plan 2020

			<ul style="list-style-type: none"> -Explain the reasons for rules, know right from wrong and try to behave accordingly -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices BF: -Work and play cooperatively and take turns with others -Form positive attachments to adults and friendships with peers -Show sensitivity to their own and to others' needs.
<p>PD</p>	<p>GM: -Progress towards a more fluent style of moving, with developing control and grace</p> <ul style="list-style-type: none"> -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor -Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene -Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time' - having a good sleep routine -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>FM: -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>GM:-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <ul style="list-style-type: none"> -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. -Combine different movements with ease and fluency -Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>FM: -Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>GM: -Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>FM: -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <ul style="list-style-type: none"> -Use a range of small tools, including scissors, paint brushes and cutlery -Begin to show accuracy and care when drawing

Reception Long term Plan 2020

<p>Lit</p>	<p>C: -Begin to recall events from stories and answer simple questions to show they have understood what has been read to them WR: -Read individual letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences W: -Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>C: -Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment -Re-read what they have written to check that it makes sense WR: -Read some letter groups that each represent one sound and say sounds for them -Read a few common exception words matched to the school's phonic programme -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words W: -Form lower-case and capital letters correctly -Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p>	<p>C: -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 WR: -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 W: -Write recognisable 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>M</p>	<p>N: -Count objects, actions and sounds -Link the number symbol (numeral) with its cardinal number value. NP: -Compare numbers -Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can -Compare length, weight and capacity</p>	<p>N: -Begin to subitise -Count beyond ten -Explore the composition of numbers to 10. NP: -Understand the 'one more than/one less than' relationship between consecutive numbers. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills -Continue, copy and create repeating patterns</p>	<p>N: -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 NP: -Verbally count beyond 20, recognising the pattern of the counting system -Compare quantities up to 10 in different contexts, recognising when one quantity is</p>

Reception Long term Plan 2020

			<p>greater than, less than or the same as the other quantity</p> <ul style="list-style-type: none"> -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
UTW	<p>History: -Can talk about members of immediate family in more detail</p> <ul style="list-style-type: none"> -Can discuss similarities and differences between people in their family -Can talk about past and upcoming events with their immediate family -Can identify emergency situations and knows who to call -Can identify similarities and differences between jobs -Is able to discuss different occupations of family members -Compare characters from stories, sharing similarities and differences -Shares some similarities between characters, figures or objects <p>RE:-Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)</p> <ul style="list-style-type: none"> -Comments on images of familiar experiences (holidays, visiting the park, going to the dentist) -Knows why religious venues are special and who goes there -Can name different religious venues – Church, Mosque and Gurdwara as a minimum -Can articulate what others celebrate and begin to explain 	<p>History: -Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</p> <p>Science: -Explain what their five senses are</p> <ul style="list-style-type: none"> Explores the natural world around them Talks about differences between materials and changes they notice. Explores non-contact forces (gravity and magnetism) <p>RE: -Can articulate what others celebrate and begin to explain</p> <ul style="list-style-type: none"> -Developing positive attitudes about differences between people 	<p>History: -Sequence family (baby, toddler, child, teenager, adult, elderly), explaining who they are and the key differences between what they can/can't do</p> <p>Geography: -Can use maps to locate objects in 'real life'</p> <ul style="list-style-type: none"> -Knows that 4 countries make up the UK, can name at least 2 and 2 other countries in the world. -Can identify similarities and differences between homes in other countries -Makes comparisons between life for children in different countries -Can identify similarities and differences between homes in our country -Use pictures to compare and contrast environments around the world -Recognise some environments that are different to the one in which they live -Name and describe some animals and plants from different countries <p>Science: -Understands the need to respect and care for the natural environment and all living things.</p> <ul style="list-style-type: none"> -Can talk about different life cycles -Can say what plants need to survive Understand the effect of seasons on the natural world, discussing when and how things grow (draw attention to weather and seasonal features, note and record the weather, how animals behave differently as seasons change) -Names and orders seasons

Reception Long term Plan 2020

<p>EAD</p>	<p>Painting: -Able to mix primary colours to make secondary colours -Add white or black paint to alter tint or shade -Can hold a paintbrush using a tripod grip</p> <p>Drawing: -Draws with detail (bodies with sausage limbs and additional features) -Draws bodies of an appropriate size for what they're drawing</p> <p>Sculpture: -Makes something that they give meaning to - Builds simple models using walls, roofs and towers.</p> <p>Collage: - Join items with glue or tape</p> <p>Music: -Talks about how music makes them feel - Knows how to use a wide variety of instruments.</p> <p>Singing and dancing: - Sings in a group, matching pitch and following melody - Watches dances and performances</p> <p>Role play: - Children enhance small world play with simple resources</p>	<p>Painting: -Colour matching to a specific colour and shade -Print with small blocks, small sponges, fruit, shapes and other resources -Create patterns or meaningful pictures when printing</p> <p>Drawing: -Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Sculpture: - Builds models which replicate those in real life. Can use a variety of resources – loose part play</p> <p>Collage: - Knows how to secure boxes, toilet rolls, decorate bottles - Knows how to improve models (scrunch, twist, fold, bend, roll) - Smooth, rough, bendy, hard Weave (fine motor)</p> <p>Music: - Selects own instruments and plays them in time to music. - Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'</p> <p>Singing and dancing: - Shares likes and dislikes about dances/performances</p> <p>Role play: - Uses experiences and learnt stories to develop storylines</p>	<p>Painting: -Can use thin brushes to add detail -Can independently select additional tools (stamps, rollers etc) to improve their painting</p> <p>Drawing: - Children are able to draw simple things from memory</p> <p>Sculpture: - Makes something with clear intentions</p> <p>Collage: - Improved vocab – flexible, rigid - Join items in a variety of ways – Sellotape, masking tape, string, ribbon</p> <p>Music: - Can change the tempo and dynamics whilst playing - Beginning to write own compositions using symbols, pictures or patterns</p> <p>Singing and dancing: - Replicates dances and performances - Sings by themselves, matching pitch and following melody</p> <p>Role play: - Enhance with resources that they pretend are something else - Uses imagination to develop own storylines</p>
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