

Reception Long Term Plan 2020-2021

<i>Term</i>	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
<i>Subject</i>						
<i>Theme</i>	<i>Ourselves</i>	<i>Traditional Tales</i>	<i>People who help us</i>	<i>Space</i>	<i>Living things</i>	<i>Journeys</i>
<i>RRSA</i>	<i>Article 12- We have the right to speak and to be listened to.</i>		<i>Article 3– We have the right to play.</i>		<i>Article 19– We have the right to be safe.</i>	
<i>PSED</i>	<i>Initiate conversations, attend to and take account of what others say Confidently speak to others about own needs and wants Understand that their actions affect other people</i>	<i>Explain own knowledge and understanding, and ask appropriate questions of others Confidently speak to others about own needs, wants, interests and opinions Aware of boundaries set and of behavioural expectations in Reception</i>	<i>Take steps to resolve conflicts with other children Describe self in positive terms and talk about abilities Be able to negotiate and solve problems without aggression</i>	<i>Play co-operatively, taking turns with others Confidently try new activities and say why they like some more than others Talk about how they and others show feelings, talk about their own and others' behaviour and know some behaviour is unacceptable</i>	<i>Take account of one another's ideas about how to organise an activity Confidently speak in a familiar group and will talk about their ideas Work and part of a class and understand and follow the rules</i>	<i>Show sensitivity to others' need and feelings and form positive relationships with adults and children Choose resources for their activities and say when they do or don't need help Adjust their behaviour to different situations and take changes of routine in their stride</i>
<i>Physical Development</i>	<i>Experiment with different ways of moving Jump off an object and land appropriately Show a preference for a dominant hand Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks</i>	<i>Negotiate space by adjusting speed and changing direction Begin to use anticlockwise movement and retrace vertical lines Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks</i>	<i>Travel with confidence and skill around, under, over and through balancing Begin to form recognisable letters Shows an understanding of how to transport and store equipment safely</i>	<i>Travel with confidence and skill around, under, over and through balancing Begin to form recognisable letters Practices some appropriate safety measures without direct supervision</i>	<i>Show increasing control over an object in pushing, patting, throwing, catching or kicking Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Manage own basic hygiene and personal needs including dressing and going to the toilet.</i>	<i>Show good control and co-ordination in large and small movements. Move confidently in a range of ways. Handle equipment effectively including pencils for writing. Know the importance for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy.</i>
<i>Communication and Language</i>	<i>Maintains attention, concentrates and sits quietly during appropriate activity Respond to instructions involving a two part sequence. Understand humour</i>	<i>Maintains attention, concentrates and sits quietly during appropriate activity Able to follow a story without pictures or props</i>	<i>Two channelled attention – Can listen and do for a short span Listen and respond to ideas expressed by others in conversation or discussion</i>	<i>Two channelled attention – Can listen and do for a short span Listen and respond to ideas expressed by others in conversation or discussion</i>	<i>Give attention to what others say and respond appropriately, while engaged in another activity. Answer how and why questions about their experiences and in response to stories</i>	<i>Listens attentively in a range of situations. Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Children follow instructions involving several key ideas or actions.</i>
<i>Literacy</i>	<i>Continue a rhyming string Hear and say the initial sound in words Gives meaning to marks they make as they draw, write and paint Write own name and other things such as labels, captions</i>	<i>Segment the sounds in simple words and blend them together and know which letter represents them. Begin to break the flow of speech into words</i>	<i>Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</i>	<i>Link sounds to letters, naming and sounding the letters of the alphabet.</i>	<i>Read some common irregular words Know that information can be retrieved from books and computers Begin to read simple sentences Write some irregular words Attempt to write short sentences in meaningful contexts.</i>	<i>Read and understand simple sentences. Use phonic knowledge to decode regular words and read aloud accurately. Demonstrate understanding when talking with others about what they have read Use phonics to write words which match their spoken sounds. Write simple sentences which can be read by themselves and others</i>

Maths	Counts up to 3/4 objects by saying one number for each item Count objects that can't be moved Use language related to time Begin to use mathematical names to describe shapes	Count objects to 10 Count out up to 6 objects from a larger group Use more and fewer to compare groups Describe relative positions such as behind, or next to	Select the correct numeral to represent 1 -10 Say the number that is one more than a given number Estimate how many objects and check by counting Orders 2/3 items by length/height/weight/capacity	Finds one more and one less from a group of up to 5 objects Counts an irregular arrangement of 10 objects Measure short periods of time. Order and sequence familiar events. Use familiar objects and patterns to create and recreate patterns	In practical activities begin to use the vocabulary involved in adding and subtracting Find the total of 2 groups by counting them all Compare quantities. Recognise and create patterns Use mathematical language to describe shapes	Count reliably with numbers from 1 -20, place them in order and say which number is 1 more and 1 less than a given number. Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer Solve problems including doubling, halving and sharing Use everyday language to talk about size, weight, capacity, position, distance, time and money
Understanding the World	Knows some of the things that make them unique and can talk about some similarities in relation to friends or family. Complete a simple program on the computer	Knows some of the things that make them unique and can talk about some similarities in relation to friends or family. Make observations of animals and plants and explain why some things occur, and talk about the changes Complete a simple program on the computer	Know similarities and differences between themselves and others, and among families communities and traditions Make observations of animals and plants and explain why some things occur, and talk about the changes Use ICT hardware to interact with age appropriate software	Know similarities and differences between themselves and others, and among families communities and traditions. Talk about the features of their own environment and how environments vary from one another Use ICT hardware to interact with age appropriate software	Talk about past and present events in their own lives and the lives of family members. They know other children don't like the same thing and are sensitive to this Talk about the features of their own environment and how environments vary from one another Select and use technology for a particular purpose and recognise the use of technology in school and home	Talk about past and present events in their own lives and the lives of family members. They know other children don't like the same thing and are sensitive to this Know about similarities and differences in relation to place, objects, materials and living things. Select and use technology for a particular purpose and recognise the use of technology in school and home
Expressive Arts and Design	Understands that different media can be combined to create new effects. Builds up a repertoire of songs and dances. Create simple representations of events, people and objects	Manipulate materials to achieve a planned effect. Explores colour mixing. Initiate combinations of movement and gesture to express and respond to feelings, ideas and experiences.	Construct with a purpose in mind. Introduce a storyline into their play and play alongside other children on the same theme	Select appropriate resources and adapt work where necessary. Plays cooperatively as part of a group to develop and act out a narrative.	Select tools and techniques needed to shape, assemble and join materials. Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	Sing songs, make music, dance and experiment with ways of changing them. Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use what has been learned about media and materials in original ways, thinking about uses and purpose
R.E.	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Book Focus	The Dot Elmer The rainbow Fish Have you filled your bucket today Handa's Surprise	Rama and Sita Hansel and Gretal (2 weeks) Gingerbread man (2 weeks) Little Red Riding Hood (1 week) Christmas Story	Police car on patrol (Topsy and Tim): meet the police meet the firefighters go to the doctor go to the dentist go to hospital	Whatever Next Beegu Q Pootle 5 Aliens love underpants The man on the moon You cant eat a princess	Jack and the Beanstalk The very hungry caterpillar What the ladybird heard How to grow your sunflower	The lighthouse keepsers lunch Sharing shells
Possible Events	Trip to Supermarket	Trip to Discover Trip to church Christmas concert to parents	Trip to police museum Trip to fire station Trip to Hindu Temple Air ambulance visit	Trip to Science Museum Trip to Synagogue Easter Concert	Trip to Soames centre Trip to Natural history museum Trip to Mosque Eid Concert	Trip to Seaside Trip to Sikh Temple Summer Concert

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<i>Phonics</i>	<i>Whole class – Phase 1</i>	<i>Whole class – Phase 2 (Wk 1 – 3) Split Groups – Phase 2 (Wk 4 – 7)</i>	<i>Phase 2</i>	<i>Phase 3</i>	<i>Phase 3</i>	<i>Phase 3/ 4</i>
<i>Reading</i>	<i>Shared Reading in Guided Reading groups</i>	<i>Shared Reading Reading intervention</i>	<i>Guided Reading Reading Intervention</i>	<i>Daily Supported Reading</i>	<i>Daily Supported Reading</i>	<i>Daily Supported Reading</i>