



Reception Long Term Plan 2020 - 2021

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics and Investigations (linked to Cornerstones)		<i>Amazing Africa Why do zebras have stripes?</i>	<i>All That Glitters What happens when I fall asleep?</i>	<i>Fabulous Fairy Tales Will you read me a story?</i>	<i>Spectacular Spring Do cows drink milk?</i>	<i>Commotion in the Ocean Who lives in a rock pool?</i>	<i>Sensational Sun Are we there yet?</i>
3 prime areas of learning and development	Communication and Language	<p>During the Autumn Term children will learn to:</p> <p>Speak with confidence during circle and carpet sessions about their families (speaking and listening and attention) Ask questions about a friend's family and family routines. (Understanding) Share learning from home confidently (Speaking) Share daily learning during reflection (speaking, listening and attention) Use story language to re-tell familiar stories (speaking)</p> <p>Order and sequence routines (understanding)</p>		<p>During the Spring Term children will learn to:</p> <p>Ask and answer questions (Understanding) Recognise new sounds and words (Speaking, Listening and attention) Respond to our peer's experiences with relevant comments and questions. (Understanding) Develop language in our role play areas Become more confident at speaking to familiar adults (Speaking) Share learning from home confidently (Speaking) Share daily learning during reflection (speaking, listening and attention)</p>		<p>During the Summer Term children will learn to:</p> <p>How to ask and answer questions including 'why', 'when'. (Understanding) Use adventurous language when retelling stories (Speaking) Use the past, present and future tense correctly (Speaking) Develop their language in our role play areas (Speaking) Follow instructions in different contexts (Understanding)</p>	

	<p>Personal, Social and Emotional Development</p>	<p>New beginnings and friendships (Making relationships) Classroom routines and rules (managing feelings and behaviour) Keeping safe at school (Managing feeling and behaviour) Meeting new teachers and house groups (Self-confidence, self-awareness)</p> <p>Jigsaw topic – Me being me in my world</p>	<p>Embedding rules and routines (Managing feelings and behavior) Resolving conflicts, e.g. how to deal with anger. (Managing feeling and behaviour) Learning to share. (Managing feeling and behaviour and Making relationships.)</p> <p>Being confident to try new activities (Self-confidence, Self-awareness)</p> <p>Jigsaw topic – Celebrating difference</p>	<p>Ask all adults and all peers for help. (Self-confidence, self-awareness) Treating others kindly and with respect. (Making relationships) Resolve conflicts independently (Making relationships) Recognises own and other's emotions (Managing feelings and behavior)</p> <p>Jigsaw topic – Dreams and goals</p>	<p>Looking at facial expressions and understanding feelings. (Managing feelings and behavior) Looking after our friends when things go wrong. (Making relationships) Describing what they are good at ((Self-confidence, Self-awareness)</p> <p>Jigsaw topic – Healthy Me</p>	<p>To form opinions about different activities ((Self-confidence, Self-awareness)</p> <p>Circle times – explaining what makes someone a good friend. (Making relationships) Making relationships with all children.</p> <p>Selecting the resources, they need for a project ((Self-confidence, Self-awareness)</p> <p>Jigsaw topic – Relationships</p>	<p>Changes - Transition to Year 1 – getting ready. Nursery children to visit, discuss how they could help next year's new Reception class.</p> <p>Jigsaw topic – Changing me</p>
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	<p>Physical Development</p>	<p>Managing own personal hygiene, toileting and hand washing. (Health and self-care) Getting changed for P.E. (physical development) Pencil control: following patterns (Movement and handling) Simple cutting patterns (Movement and handling)</p> <p>PE – Essential skills and how to keep safe in PE (Movement and handling & Health and self-care)</p>	<p>Getting changed for P.E (Movement and handling & Health and self-care) Ball skills Using climbing equipment safely (Movement and handling) Pencil control Putting our coats on independently, including zip and buttons. Bonfire night safety (Health and self-care) PE - TBC</p>	<p>Riding a bike. (Movement and handling) Pencil control. (Movement and handling) Correct pencil grip. (Movement and handling) Personal hygiene, e.g. brushing teeth. (Health and self-care) PE – TBC</p>	<p>Taking risks safely (Health and self-care) Pencil grip and pencil control Movement and handling) PE - TBC</p>	<p>Getting changed independently. Pencil control and correct letter formation ((Movement and handling) PE TBC</p>	<p>Sports Day Practise. (Movement and handling) Pencil control, e.g. writing on the line. (Movement and handling) Letter formation. P.E - TBC</p>
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4 specific areas of learning and development	Literacy	<p>Recognising and writing own name. (Reading and writing)</p> <p>Introducing class book, Handa's surprise, to children and forming opinions of the story (Reading)</p> <p>Telling stories within small world (Reading)</p> <p>Beginning to form and recognise letters (Reading and writing)</p> <p>Hearing initial and final sounds CVC words (Reading and writing)</p>	<p>Reading a range of fiction and non-fiction texts. (Reading)</p> <p>Diwali cards, Christmas cards, letters to Santa, lists. (Writing)</p> <p>Forming letters and sounds (Reading and writing)</p> <p>Hearing and writing all sounds in CVC words (reading and writing)</p>	<p>Writing in speech bubbles (writing)</p> <p>Recognising and retelling traditional tales (Reading)</p> <p>Introducing full stops and finger spaces. (Writing)</p> <p>Sequencing traditional tales (Reading)</p> <p>Instructional writing. Reading tricky words.</p>	<p>Writing simple sentences. (Writing)</p> <p>Reading labels (Reading)</p> <p>Writing Recounts about the farm trip (Writing)</p> <p>Using full stops. (writing)</p> <p>Reading and spelling tricky words (Reading and writing)</p> <p>Making written observations of the world around.</p>	<p>Creating fact files about sea creatures (Writing)</p> <p>Reading non-fiction texts and finding more information from them (Reading)</p> <p>writing captions and simple sentences (Writing)</p> <p>Writing recounts (Reading)</p> <p>Reading sentences back to adults.</p>	<p>Writing 'my favourite memory of Reception.' (Writing)</p> <p>Writing a letter to their new class teacher. Lists (Writing)</p> <p>Understanding what they have read (Reading)</p> <p>Answering questions on what they have read (Reading).</p> <p>Weather Reports (Writing)</p>
		<p>Alongside Literacy, we complete daily phonics lessons which are part of a scheme we adopt called Read, Write, Inc.</p>					

	<p>Mathematics</p> <p>White Rose Maths</p>	<p>Daily Counting (Number)</p> <p>Recognising and ordering numbers within 5 (Number)</p> <p>Counting out objects.</p> <p>Recognition of 2D shapes (SSM)</p> <p>Days of the week songs (SSM)</p> <p>Months of the year songs (SSM)</p> <p>Matching and comparing amounts (Number)</p> <p>Comparing sized, mass and capacity (SSM)</p>	<p>Daily counting. (Number)</p> <p>Recognising and ordering numbers within 5 consolidation (Number)</p> <p>Addition using practical equipment within 5 (Number)</p> <p>Creating repeating patterns (SSM)</p> <p>Finding one more and one less within 5 (Number)</p> <p>Recognition of 3D shapes (SSM)</p> <p>Positional language (SSM)</p>	<p>Daily counting. (Number)</p> <p>Recognising and ordering numbers within 10 (Number)</p> <p>Finding one more and one less within 5 (Number)</p> <p>Sorting 2D shapes based on their criteria (SSM)</p> <p>Addition using practical equipment. (Number)</p> <p>Finding one more/one less within 10 (Number)</p> <p>Measuring and ordering weights (SSM)</p>	<p>Daily counting. (Number)</p> <p>Measuring capacity and using the correct language (SSM)</p> <p>Learning our doubles and halves within 10 (Number)</p> <p>Subtraction within 10 (Number)</p> <p>Reading the time to o'clock. (SSM)</p> <p>Addition by counting on (Number)</p> <p>Counting to 20 and beyond (Number)</p>	<p>Counting to 20 and beyond (Number)</p> <p>Odd/Even numbers (Number)</p> <p>Money – coin recognition (SSM)</p> <p>Sharing between our friends (Number)</p> <p>Subtracting by counting back (Number)</p>	<p>Counting to 20 and beyond (Number)</p> <p>Number bonds for ten (Number)</p> <p>Using the 100 square. Counting in 2, 5 and 10. (Number)</p> <p>Money – simple additions and subtraction (Number, SSM)</p>
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	<p>Understanding the World</p>	<p>Similarities and differences between ourselves and family members (People and communities)</p> <p>Seeing how children live in a different country (The world & People and communities)</p> <p>Investigating different smells and textures (The world)</p> <p>Learning about Harvest</p> <p>Computing – Introduction to technology in the classroom and at home (Technology)</p> <p>E-safety.</p>	<p>Festivals of Diwali, Bonfire Night and Christmas (People and communities)</p> <p>Bedtime routines (People and communities)</p> <p>The moon and the stars.</p> <p>Nocturnal animals. (The world)</p> <p>People who work at night. (people and communities)</p> <p>Computing – Creating pictures using simple programmes on ipads. (Technology)</p>	<p>Investigating different foods and textures.</p> <p>Learning about Shrove Tuesday.</p> <p>Learning about Lent (People and communities)</p> <p>Police Visit. (People and computing)</p> <p>Chinese New Year (People and communities)</p> <p>Computing – Using positional language to control blue bots. (Technology)</p>	<p>Exploring the concept of weather changes (Understanding of the world)</p> <p>Sorting Materials (The world)</p> <p>Easter (People and communities)</p> <p>Looking after our environment (The world)</p> <p>Planting seeds (The world)</p> <p>Looking at where food comes from (The world)</p> <p>Computing – Learning to use remote control cars.</p>	<p>Creatures that live under the sea and their habitats (The world)</p> <p>Oceans. (The world)</p> <p>Pollution. (The world)</p> <p>Exploring natural materials, including sea shells, stones, natural sponge. (The world)</p> <p>Computing – Taking photos and videos on the I pads (Technology)</p>	<p>Holidays People and communities)</p> <p>Destinations/our environment. (The world)</p> <p>Keeping safe when crossing the road (The world)</p> <p>Different types of transport. (The world)</p> <p>Sinking and floating. (The world)</p> <p>Computing - E-safety (Technology)</p>
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	<p>Expressive Art and Design</p>	<p>Using different media to make African jewelry and masks (EAD)</p> <p>Mixing colours (EAD) Free paint and play dough (EAD)</p> <p>Role play and home corner (BI)</p> <p>Retelling familiar stories (BI)</p>	<p>Printing the sky during the night time (EAD) Creating shapes using salt dough. (EAD) Observational drawings of nocturnal animals. (EAD) Making constellations (EAD)</p> <p>Role play and home corner (BI)</p>	<p>Investigating materials needed to build a home. Creating castles (EAD) Retelling fairy tales (BI) Exploring musical instruments (EAD)</p> <p>Role play and home corner (BI)</p>	<p>Creating a farm. Creating musical shakers (BI and EAD) Observational paintings of flowers. (EAD) Selecting resources</p> <p>Role play and home corner (BI)</p>	<p>Colour mixing for effect (EAD) Creating different sea creatures. (EAD) Junk modelling (EAD)</p> <p>Role play and home corner (BI)</p>	<p>End of year assembly. Creating different vehicles. (EAD) Free paint and drawing linked to transport. (EAD) Summer collages (EAD)</p> <p>Role play and home corner (BI)</p>
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