

Reception Long Term Plan 2018/2019

Predicted Interests according to time of the year - Topics could change as all planning is linked to children's current interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predicted Topics/Interests	Once Upon a Time (6.5 weeks)	Let's Celebrate! (7.5 weeks)	Polar Adventure (6 weeks)	Ready, steady grow! (6 weeks)	People Who Help Us (5 weeks)	Creatures, great and small (7.5 weeks)
Covering...	What makes us special? Getting to know each other. Settling in, Autumn, Harvest (Little Red Hen - baking bread).	Diwali. Bonfire Night. Winter. Christmas. Magical worlds (fairies, wizards, dragons, princesses).	Author focus: Julia Donaldson Traditional tales Pancake Day. Mothers' Day	Jack and the Beanstalk...leading to ... Growing. Signs of Spring. Mini-beasts. Frog and butterfly life-cycles	Fathers' Day. Aeroplanes Around the world Beach and sea creatures Lighthouses Rockets and astronauts	Habitats. Environments around the world. Dear Zoo - Safari park trip? Dinosaurs.
Key Investigations	What do I know about me? Who am I and what's special about me? Why are there so many leaves on the floor? Why do we eat fruits and vegetables?	Where would you find a fairy? What do we and others celebrate? Why do we celebrate Christmas? Is it always cold in winter?	Once upon a what time? Who lives in a castle today? Why are the animals scared of the mouse? (Gruffalo) How can we make pancakes?	Can you grow your own beanstalk/lily pad? Are all mini beasts scary? Why does the hungry caterpillar eat so much?	Why would you want to be beside the seaside? What would living on the moon be like? How do we all travel to school?	Why do tigers have stripes? What could you ask a zoo keeper? Who does this egg belong to? Would a dinosaur make a good pet?
WOW moments	Autumn walk in the woods? Walking in the local area to explore houses. Mother/baby visit.	Fairy door & pixie dust leading to The Kindness Elves coming to our classroom. Grotto visit.	Finding some magic beans in the classroom. Chinese New Year celebration. Pancake and toppings party.	Making a bug hotel. Insect Lore - stick insects	Mini beach day with parents	Finding some animal 'poo' in the playground. School trip - the Safari park?
Reflection/End Product	Fruit salad making morning with parents.	Christmas cards. Fairy land Christmas production.	A Chinese new year dragon. Parent noodle cafe	Outdoor classroom open session with parents - releasing the stick insect.	Father's Day cards. Around the world display.	Individual Dear Zoo books/class book

Key Texts			session.			
	The Gruffalo Faces The Paper Dolls Ferdie and the Falling Leaves Oh no George Funny Bones You Be You I love my Mummy Guess How Much I Love You? Owl Babies Litterbug Doug Little Bear's Granddad Leaf Man	The Nativity The Jolly Christmas Postman The Night Before Christmas Rama and Sita Goodnight Moon Guy Fawkes One Snowy Night Lighting a Lamp Very Busy Night Dear Santa	Polar Bear Polar Bear Frozen Stick Man The Snow Lambs Jack Frost The Snowman/The Snowdog One Snowy Night	Jack and the Beanstalk Jasper's Beanstalk How to Grow a Dinosaur The Tiny Seed Eddie's Garden Supertato	The Ugly Duckling The Naughty Bus The Ugly Duckling Little Red Hen Farmer Duck Rosie's Walk On The Way Home Whatever Next	The Very Hungry Caterpillar The Very Busy Spider What the Ladybird Heard Superworm Dear Zoo Brown Bear, Brown Bear The Ugly Five We're Going on a Bear Hunt
Role Play Ideas	Home corner. Baby clinic.	Post office Father Christmas's workshop Potion workshop.	Arctic Travel agent	Garden centre. School	Police station Vets Doctor surgery	Zoo Dinosaur Dig
Communication & Language	<p><u>Throughout the year children will:</u></p> <ul style="list-style-type: none"> Learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately with relevant comments, questions or actions Use appropriate story language to re-enact/re-tell simple and familiar stories Learn new vocabulary relating to topics Share learning from home through home contact sheets, Show and Tell and taking home our class mascots. 					
Personal, Social & Emotional Development	New beginnings - Classroom routines and rules. Keeping safe at school. Support children in making friends.	Getting on and falling out - how to deal with anger e.g. when someone has taken a toy/not sharing. Bonfire night safety	Taking turns - snakes and ladders/ shopping game/ fishing for phonics- Can we follow the rules?	Feelings - looking at facial expression. Looking after our friends when things go wrong.	Relationships - Being a Class Family, working as a team to help each other learn.	Changes -Transition to Year 1 - getting ready. Nursery children to visit, discuss how they could help next year's new Reception class
Physical Development	Managing own personal hygiene, toileting and hand washing. Buttons zips and shoes. Pencil control: following	Parachute and circle games Pencil control: simple patterns and letter formations (with focus on s, a, t, p, i, n) air	Riding a bike Pencil control: Letter formations (focus on letter formation - i,j,l,t and b,h,k) and phonemes	Hula hooping/throwing and catching. Pencil control: Letter formations (focus on letter formation-	Sports day practise Pencil control: Letter formation (focus on letter formation - n,m,p,r and u,v,w,y) and phonemes	Safety in the sun Pencil control: Letter formation (focus on letter formation - f,s,e,z,x) and phonemes from Phase 4.

	patterns. Simple cutting patterns. Healthy eating.	writing/magic pencil, writing in different materials.	from Phase 2.	c,a,d,o,g,q) and phonemes from Phase 3.	from Phase 4.	
	P.E. Lessons Outdoor classroom Continuous provision planning - outdoor area					
Literacy	<u>Reading Objectives</u> <ul style="list-style-type: none"> • Read some common irregular words. • Identify rhymes and alliteration. • Join in with rhyming patterns. • Read & understand simple sentences. • Demonstrate understanding when talking with others about what they have read. • Make basic predictions. • Identify start & end of a sentence. 			<u>Writing Objectives</u> <ul style="list-style-type: none"> • Write simple sentences which can be read by themselves & others. • Write name (correct upper & lower case). • Use capital letters and full stops to demarcate sentences. • Write clearly demarcated sentences. • Correct pencil grip. • Correct letter formation for familiar words 		
	<u>Early Learning Goals</u> <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 					
		Recognising own name Copying own name Rhyming words and stories - learning to continue a rhyming string Telling stories through pictures. Mark making in different textures Fine motor challenges to strengthen grip	Copy own name Difference between fiction and non-fiction Sequencing pictures from familiar stories Christmas cards, letters to Santa, lists. Individual readers Mark making in different textures	Write with a range of letters Writing table for independent writing Phonics application station Fine motor challenges to strengthen grip Writing name in Chinese Making signs for noodle cafe Story mapping	Making signs for role-play corner Labelling life-cycles Write a simple caption or sentence. Use non-fiction books to find answers to our questions Make a class non-fiction book. Writing labels. Individual readers	Storyboards writing simple sentences. Instructional writing. Writing labels and captions. Group reading
Phonics	Phase 1 & s a t p i n	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
Mathematics	<u>Maths Objectives</u> <ul style="list-style-type: none"> • Count reliably to 20. • Order numbers 1 - 20. • Say 1 more/1 less to 20. 					

	<ul style="list-style-type: none"> • Add & subtract two single digit numbers. <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 					
	<p><u>Autumn 1</u> Counting rhymes Sorting activities Counting aloud 0-10 and back 1-1 correspondence when counting objects Repeating patterns</p>	<p><u>Autumn 2</u> Addition using fingers Find one more/one less than Counting to 20 and back 2D shapes Positional language Size ordering</p>	<p><u>Spring 1</u> Number recognition Addition and Subtraction using fingers/objects and number line Counting in 2s Missing numbers Ordering numbers</p>	<p><u>Spring 2</u> Number recognition Number bonds for five. Capacity and weighing Addition and Subtraction using number line and counting in head 3D shapes</p>	<p><u>Summer 1</u> Positional language. Measuring length. Using the 100 square Counting in 10s Odd/Even numbers Money - coin recognition Doubling/halving</p>	<p><u>Summer 2</u> Number bonds for ten. Counting in 5s Money - simple additions and subtraction (café/shop) Symmetry/position. Count beyond 20 Doubling/halving</p>
Expressive Arts and Design	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 					
	<p>Self portraits Painting/modelling. Colour mixing. Music - planned for by Mrs Williams</p>	<p>Leaf art/Autumn and Christmas crafts Loose part art Dough with Autumn/Christmas/Winter items Free painting.</p>	<p>Chinese collaborative art on giant dragon Chinese lanterns/writing. Acting out stories Small world scenes Lantern making Malleable materials Story puppets</p>	<p>2D/3D art Using and moulding with clay Creating dances Observational pictures Making up own songs</p>	<p>Junk modelling Fizzy bicarb experiment Role-playing stories, events and jobs</p>	<p>Drawing animal shadows Music - exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow Making models</p>
Understanding of the World	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own 					

	<p>immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 				
	<p>Types of family Types of houses Autumn changes Free choice construction Photograph our friend. Healthy / unhealthy Listening centre Camera Bee bots</p>	<p>Bonfire night safety Diwali - other cultures Christmas Environment / seasons Free choice construction Computers - email Santa Listening centre Camera Bee bots Ice exploration</p>	<p>Chinese New Year traditional tale Tales from around the World Mothers Day Pancakes - changes over time Story games on computer Listening centre Camera iPads Bee bots</p>	<p>ICT - using the keyboard, space bar. Opposites - hot/cold, old/new, night day. Signs of Spring. Growing. Life cycles Mini beasts, habitats lives, features. Parts of a plant</p>	<p>Melting/freezing/ dissolving/ mixing- changes of state. Differences of planets Textures - using senses - feely boxes Exploring internet Exploring transport</p>

Mrs Smith & Miss Mayo-Evans