
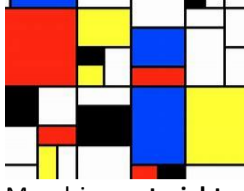



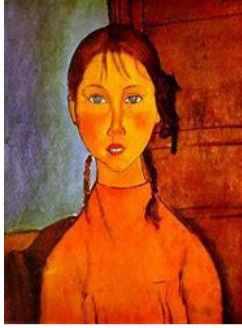




Reception Long Term Plan 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me (Me & My Family) (2x weeks – settling in) Traditional Tales Autumn	Festivals (Christmas – Nativity)	Winter Woodland	Growing / Minibeasts / Bees Spring	Farms and Animals	All About Me (Bodies & Senses)
Please include hook, visits, enrichment activities	Local Area Visit Forest Schools / Barge Parents Event: Introduction to Reading in Reception	Build a Bear - Class bear (Nov) Nativity in school Church – free visit Temple – free visit Mosque – free visit	Forest Schools	Tong garden Centre (March)	Forest Schools Hesketh Farm (May)	Forest Schools Eureka (June)
English (Include any books/texts to be used)	 <p>Three Little Pigs</p> <p>'3 Little Pigs' *Initial Sounds – hearing, recognising & writing (phase 2 phonemes) *Name Writing *Fine motor control *Begin to segment, blend and read / write CVC words *Bear Words *Sequence stories correctly.</p> <p>Read lots of different traditional tales in class.</p>	 <p>The Mitten JAN BRETT</p> <p>'The Mitten'</p>  <p>The Christmas Promise A traditional Christmas Story</p> <p>*Name Writing *Fine motor control *Begin to segment, blend and read / write CVC words *Identify initial / middle / last sounds in words. *Bear Words *Begin to write phonetically correct simple sentences *Lists *Sequence stories correctly.</p> <p>Use the Christmas Story as a main focus, but also read stories of Diwali & Hannukah.</p>	 <p>THE GRUFFALO'S CHILD Julia Donaldson and Axel Scheffler</p> <p>'Gruffalo's Child'</p> <p>Changing animals in story?? (Innovating)</p> <p>*Fine motor control *Begin to segment, blend and read / write CVC words *Identify initial / middle / last sounds in words. *Bear Words *Begin to write phonetically correct simple sentences, using finger spaces *Lists *Sequence stories correctly.</p> <p>*Majority of children should be able to write their name.</p>	 <p>We're Going on a Bear Hunt</p> <p>'Going on a Bear Hunt'</p> <p>Changing location & sounds in story?? (Innovating)</p> <p>*Fine motor control *Begin to segment, blend and read / write CVC words *Identify initial / middle / last sounds in words. *Bear Words *Begin to write phonetically correct simple sentences, using finger spaces *Lists *Sequence stories correctly.</p>	 <p>The Little Red Hen A Dorothea Fong Play Book Jonathan Allen</p> <p>'The Little Red Hen'</p> <p>Write instructions for making bread</p> <p>*Fine motor control *Begin to segment, blend and read / write CVC words *Identify initial / middle / last sounds in words. *Bear Words *Begin to write phonetically correct simple sentences, using finger spaces *Lists *Sequence stories correctly. *Listen to, understand and answer (orally / written questions about stories. E.g. What = noun Who = person Where = place etc</p>	 <p>THE HUMAN BODY A SHINE-A-LIGHT BOOK Catherine Johnson & Pauline Stanger</p> <p>'The Human Body'</p> <p>*Fine motor control *Begin to segment, blend and read / write CVC words *Identify initial / middle / last sounds in words. *Bear Words *Begin to write phonetically correct simple sentences, using finger spaces *Lists *Sequence stories correctly. *Listen to, understand and answer (orally / written questions about stories. E.g. What = noun Who = person Where = place etc *Begin to ask own questions.</p>
Phonics	Phase 2 Follow Letters and Sounds, using additional Jolly Phonics materials e.g. actions, stories and homework	Phase 3 Follow Letters and Sounds, using additional Jolly Phonics materials e.g. actions, stories and homework	Consolidate phase 2 and 3 Follow Letters and Sounds, using additional Jolly Phonics materials e.g. actions, stories and homework		Phase 4 (Where able) Follow Letters and Sounds, using additional Jolly Phonics materials e.g. actions, stories and homework	
Maths Follow White Rose Hub	Number - Place value to 10 <i>Shape, Space & Measure to be taught through provision, where possible</i>	Number - Place value to 10 Number - Place value to 20 <i>Shape, Space & Measure to be taught through provision, where possible</i>	Addition and subtraction Place value to 20 1 more / 1 less <i>Shape, Space & Measure to be taught through provision, where possible</i>		Addition and subtraction Place value to 20 1 more / 1 less Doubling / Halving <i>Shape, Space & Measure to be taught through provision, where possible</i>	
Understanding the World People & Communities The World	Seasons and how Autumn changes. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us.		Seasons and how Winter changes. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us.		Seasons and how Summer changes. How different people celebrate festivals. Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us.	

Technology (Science, History & Geography)						
Expressive Arts & Design Exploring & Using Media & Materials Being Imaginative (Art, DT, Role Play etc)	 <p>Kandinsky – circles, primary colours</p> <ul style="list-style-type: none"> Mixing and making colours Making circular marks Using paintbrushes Showing ideas by painting pictures 	 <p>Mondrian – straight lines, blocks & primary colours</p> <ul style="list-style-type: none"> Mixing and making colours Making lines that go down and up Showing ideas by painting pictures 	 <p>Matisse – primary colours & collage</p> <ul style="list-style-type: none"> Using different materials to make a picture Using scissors and hole punches to make a picture 	 <p>Warhol – repeating patterns</p> <ul style="list-style-type: none"> Making lines that go down and up Showing ideas by painting pictures Using different objects to paint with Making recognisable shapes Responding to the ideas of others Using things to make patterns 	 <p>Dubuffet – textures</p> <ul style="list-style-type: none"> Making recognisable shapes Responding to the ideas of others Using different materials to make a picture 	 <p>Modigliani – faces</p> <ul style="list-style-type: none"> Describing self Responding to the ideas of others Using different materials to make a picture Mixing and making colours
RE		Festivals: Christmas, Diwali, Hannukah			Eid??	
Identity:	All About Me/I can be independent		Being positive about myself		All about Me/All about my community (family)	
Democracy:	Class Rules, Talk rules & taking turns		Fair solutions/I can cooperate		We can organise	
Stewardship	Looking after things in our class		How does my community look after where I live?		Looking after our world/Looking after myself	
Legacy	Past & Present		What do we get from our Grandparents?/Things that are handed down to me		What did I do this year?	