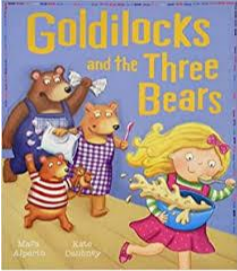



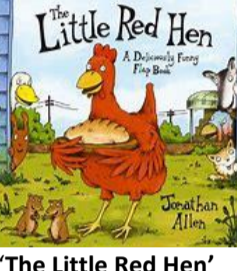
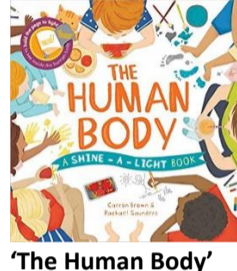





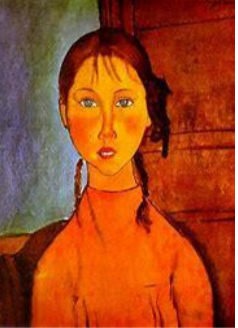




Reception Long Term Plan 2020-21

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Theme	All About Me (Me & My Family) (Settling in) Traditional Tales Autumn	Festivals and Colour (Christmas)	Winter Woodland	Growing / Minibeasts / Bees Spring	Farms and Animals	All About Me (Bodies & Senses)
Please include hook, visits, enrichment activities	Parents Event: Introduction to Reading in Reception (Online – Weduc – You Tube)	Forest Schools – Bonfire Night (Wk1) Diwali 14/11/20 Christmas - Dec	Forest Schools	ACW / Tong / Harden Garden Centre – buy seeds etc plant in our outdoor area	Hesketh Farm	Forest Schools Eureka
English (Include any books/texts to be used)	 <p>'Goldilocks & the 3 Bears' *Recapping / teaching – listening for sounds, oral segmenting & blending – Phase 1 *Initial Sounds – hearing, recognising & writing (phase 2 phoneme -where able / applicable) *Name Writing *Fine motor control *Orally begin to segment & blend CVC words *Bear Words *Orally sequence stories correctly. *Begin to draw story maps – characters / objects / features from the story.</p> <p>Read lots of different traditional tales in class.</p>	 <p>"The Colour Monster" *Name Writing *Fine motor control. *Recapping / teaching – listening for sounds, oral segmenting & blending – Phase 1 Where applicable. *Initial Sounds – hearing, recognising & writing Phase 2 phonemes. *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, where able. *Lists *Sequence stories correctly – orally and drawing a story map.</p> <p>Read the Christmas Story, and other Christmassy stories but also read stories of Diwali & Hannukah in class.</p>	 <p>'The Mitten' Changing animals in story?? (Innovating) *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. *Majority of children should be able to write their name.</p>	 <p>'Going on a Bear Hunt' Changing location & sounds in story?? (Innovating) *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' Write instructions for making bread *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' *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 1 Follow Letters and Sounds: *Baselines to assess where the children are / what they need. *Consolidate phase 1 work done in Nurseries. Most Aspects within Phase 1 will have been covered. *Pay particular attention to Aspect 6 – Alliteration and Aspect 7 – Oral Blending and Segmenting. (These were def not covered at GL, due to Lockdown)	Phase 2 Follow Letters and Sounds, using additional Jolly Phonics materials e.g. actions, stories and homework	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		

<p>Maths Follow White Rose Hub</p>	<p>Baselines Number - Place value to 10</p> <p><i>Shape, Space & Measure to be taught through provision, where possible – Including size / shape – linked to story.</i></p>	<p>Number - Place value to 10 Number - Place value to 20</p> <p><i>Shape, Space & Measure to be taught through provision, where possible</i></p>	<p>Addition and subtraction Place value to 20 1 more / 1 less</p> <p><i>Shape, Space & Measure to be taught through provision, where possible</i></p>	<p>Addition and subtraction Place value to 20 1 more / 1 less Doubling / Halving</p> <p><i>Shape, Space & Measure to be taught through provision, where possible</i></p>		
<p>Understanding the World</p> <p>People & Communities</p> <p>The World</p> <p>Technology</p>	<p>Seasons and how Autumn changes.</p> <p>How different people celebrate festivals: Christmas, Diwali, Hannukah</p> <p>Within topics / provision / child led: Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us.</p>		<p>Seasons and how Winter changes.</p> <p>How different people celebrate festivals: Chinese New Year / Pancake Day – Easter</p> <p>Within topics / provision / child led: Finding out about others. Finding out about ourselves. Making maps of our local area. Finding places that are special to us.</p>			
<p>Science: Skills that will be taught: Pupils will be able to stop and listen carefully for environmental sounds Pupils will be able to talk about sounds we can hear such as long, short, high, low. Pupils will be able to reflect upon and explain events Pupils will be able to make simple observations of plants and explain why some things occur, and talk about changes (links to SSM) Pupils will be able to make simple predictions Pupils will be able to reflect on cause and effect e.g. It sank because it is too heavy Pupils will be able to notice and discuss patterns around them Pupils will be able to draw simple conclusions E.g. the sky has gone dark, it might rain.</p> <p>Science: Concepts that will be taught: Pupils will have an understanding that time passes by and we can measure this Pupils will understand weather causes change to the day, us and others and seasons cause change over a longer period of time.</p> <p>Science: End Point: ELG – The World</p> <p>Geography: Skills that will be taught: Recognises familiar words, signs, numbers and advertising logos in their surrounding environment. Shows an awareness of shape in the environment and recognise similarities in these Describe their relative position using some positional language Comments and asks questions about aspects of their familiar environment Examine photographs and simple maps which help them to find out more about the environment Begin to represent simple maps with marks – road/house Express opinions on natural and built environments and listens to different points of view on the quality of an environment</p> <p>Geography: Concepts that will be taught: Local areas and immediate environment can be represented through simple maps Know that the world is a bigger place than just the space around them.</p> <p>Geography: End Point: ELG – The World</p> <p>History: Skills that will be taught: To talk about themselves and others/family To observe what is around them To observe similarities and differences/changes To talk about these things using basic vocabulary and language to do with time and change/s</p> <p>History: Concepts that will be taught To understand things including themselves change over time</p> <p>History: End Point: ELG- The World</p>						
<p>Physical Development</p>	<p>See PE Curriculum (JH)</p> <p>Additional Gross Motor Skills lessons every week.</p>					
<p>Expressive Arts & Design</p> <p>Exploring & Using Media & Materials</p> <p>Being Imaginative</p>	 <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>Jackson Pollock – Primary colours Mixing and making colours.</p> <p>Mark making</p>	 <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

	<p>Art: Skills that will be taught: Experiment mixing colours. Work purposefully responding to colours, shapes, materials etc. Create simple representations of people and other things. Begin to use a variety of tools. Handle, manipulate and enjoy using materials. Work spontaneously and enjoy making/creating. Sustain concentration and control when experimenting with tools and materials. Recognise and describe key features of their own and others' work.</p> <p>Art: Concepts that will be taught: Pupils are taught primary and secondary colours. Pupils are taught fundamental colour mixing. Pupils are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils are taught to represent their own ideas through art.</p> <p>DT: Skills that will be taught: Food: Cut ingredients safely and hygienically. Assemble ingredients. Materials: Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting and folding). Textiles: Shape textiles using templates - provision Construction: Use materials to practise, gluing and sticking materials (junk modelling) DT: Concepts that will be taught: Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary</p> <p>Art / DT: End Point: EUMM / BI / PD ELGs</p>				
Computing	See Computing Curriculum (MM)				
RE		Christmas, Diwali, Hannukah		Easter	Eid
	<p>RE: Skills that will be taught: Using talk to organise, reflect, sequence and clarify thinking and events Remembering and talking about past/present events and recognising/describing special events for families and friends, communities and traditions Listening to and responding to a range of faith stories in a variety of ways Exploring how people know that they belong to family and other groups, including religious groups Exploring local places that are important for people/special to them Sharing enjoyment of celebration and talking about celebrations in their own lives</p> <p>Concepts that will have been taught: The similarities and differences between themselves and others Special events for families and friends, communities and traditions A range of different celebrations that belong to their families and other groups such as EID, Christmas, Easter, Diwali</p> <p>RE End Point: People and Community ELG</p>				
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?		