

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

	Autumn		Spring		Summer	
Creative Topic	Who are the people that help us?	What are our favourite fairytales?	What do we need for an adventure?	How do living things change?	What are our favourite animals?	When did dinosaurs live?
	<p>Possible areas of learning</p> <ul style="list-style-type: none"> - Starting school - All about me - looking after ourselves - staying healthy and safe from germs - our family and friends - celebrations - things which make us unique - things we are good at - things we like/ dislike - memories - what do I want to be when I grow up? - dreams and aspirations - superheroes/ super me - what makes me super? - how to be healthy like a Superhero - occupations to include emergency services – firefighters and police linked to keeping safe <p>Texts- When I Grow Up Superkid Supertato Emergency!</p>	<p>Possible areas of learning</p> <ul style="list-style-type: none"> -story structure - recall and retell stories using Talk For Writing approach. - rhyming in stories/ songs - wanted posters for Goldilocks - who are the characters? What is a setting? - right and wrong. Were the 3 little pigs right or wrong to burn the wolf's bottom? - can I make porridge with an adult? -instructions to make porridge -create our first story map! <p>Fairytales texts- - The Gingerbread Man - The Three Little Pigs - Goldilocks and the Three Bears - Little Red Riding Hood -Billy Goats Gruff</p>	<p>Possible areas of learning</p> <ul style="list-style-type: none"> - transport - space - journeys -create a space rocket out of various materials - using technology to input information e.g. beebots, VR headset - what does an astronaut do? - what does an astronaut wear? -what is it like on the moon? -talk about similarities and differences between ourself and others -design and create our own alien UFO colour mixing technique linked to Kandinsky - find out about different places to go on a journey -bus trip around local area - hot air balloon landing - retell our own adventure story <p>Texts- Whatever Next The Smed's and The Smoods Mary Jane's Aeroplane The Great Balloon Hullabaloo The Hundred Decker Bus The Runaway Train</p>	<p>Possible areas of learning</p> <ul style="list-style-type: none"> -new life -change/ decay - what do living things need to grow? - what do living things need to survive? - castles - giants - knights - princesses - fairies - watching and observing new life in the classroom- tadpoles, chicks, butterflies. -talking about life cycles -finding a dragon egg -write to Mummy dragon - letter to the giant - instructions for how to grow a beanstalk -instructions for how to look after a chick - how to help the fairies stay safe <p>Texts- Jack and the Beanstalk Cinderella</p>	<p>Possible areas of learning</p> <ul style="list-style-type: none"> - animals as pets, on the farm, in the jungle, arctic and the ocean. - places around the world -similarities and differences between places - trip to the farm -making bread/ writing instructions -retell familiar stories/ poems -act out stories/ poems -different ways of moving -how to look after animals -animals and their young -animals and their homes - what do animals need to survive? -why do animals live in certain places <p>Texts- Little Red Hen Rumble in the Jungle The Penguin Who Wanted To Fly Sharing A Shell</p>	<p>Possible areas of learning</p> <ul style="list-style-type: none"> -dinosaurs -what do dinosaurs eat? - what did dinosaurs look like? -can I name my favourite dinosaur and describe it? - if I had a pet dinosaur I would - create dinosaur fossils -become paleontologists and excavate chocolate chip cookie fossils - design own dinosaur -create dinosaur fact files -travel to dinosaur land -become dino explorers -instructions for how to bath a dinosaur <p>Other areas may include...</p> <ul style="list-style-type: none"> - pirates - mermaids - treasure islands - trip to the seaside <p>Texts- Harry and the Bucketful of Dinosaurs If I had a dinosaur... How to bath a dinosaur There's a T-Rex in town</p>

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

Communication and Language	<p>To develop Communication and Language across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Listen to topic linked stories and be encouraged to join in with repeated phrases and refrains- Discuss these stories and recall what happened- Follow stories without pictures and props- Listen attentively to and join in with one to one, group and whole class discussions linked to topic based activities and subjects- Understand the use of a range of tools and objects linked to the topic- Practise and understand prepositions such as 'on top', 'under', 'behind'- Follow simple instructions becoming more complex as the year goes on- Understand humour through nonsense rhymes and jokes- Answer questions linked to their experiences, stories and events- Recall and retell simple events- Use talk to connect and explain their ideas- Question why things happen- Develop their vocabulary discussing the meaning of words- Use language to imagine and recreate roles in role play and small world activities, including developing a storyline with other children
Physical Development	<p>To develop Physically across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Explore different ways of moving eg slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.- Run around safely negotiating space and adjusting speed and direction to avoid obstacles- Explore ways of balancing- Learn to jump off an object and land safely- Travel with confidence and skill around, under, over and through balancing and climbing equipment.- Throw and catch- Show increasing control over an object in pushing, patting, throwing, catching or kicking it.- Use simple tools effectively- Understand that equipment and tools need to be used safely- Handle malleable materials, eg play dough, with increasing control- Hold a pencil properly and use it effectively- Develop pencil control moving towards letter formation and recognisable letters- Observe the effects of activity on their bodies- Change for PE and role play activities with increasing independence- Understand the need for a healthy diet- Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.- Understand the need for safety when tackling new challenges, and consider and manage some risks- Understand how to transport and store equipment safely

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

Personal, Social and Emotional Development	<p>To develop Personally, Socially and Emotionally across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Work in small groups sharing and extending ideas- Invite others to play with them- Keep play going by responding to what others say or do- Demonstrate friendly behavior and form good relationships with peers and adults- Resolve conflicts with others appropriately- Play co-operatively and take turns- Listen to others ideas as to how to organize an activity- Welcome and value praise- Develop self-confidence and become more confident in new situations- Describe themselves positively- Talk confidently to other children and adults about things of interest to them- Know and say when they do and don't need help
Literacy	<p>To develop Literacy skills across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Develop an understanding of rhyme- Listen and join in with stories and poems one to one, in small groups and as a class- Join in with repeated phrases and refrains in stories- Anticipate and discuss key events in stories- Understand how stories are structured- Suggest how a story might end- Develop attention and recall when listening to stories- Describe main characters, settings and events in stories- Recognise familiar words and signs such as their own name- Look at a range of books- Know that print carries meaning and, in English, is read from left to right and top to bottom.- Hear and say the initial sound in words- Segment the sounds in simple words and blend them together and knowing which letters represent some of them.- Link sounds to letters, naming and sounding the letters of the alphabet.- Begin to read words and simple sentences.- Knows that information can be retrieved from books and computers.- Read and understand simple sentences.- Use phonic knowledge to decode regular words and read them aloud accurately.- Read some common irregular words.

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

	<ul style="list-style-type: none">- Demonstrate understanding when talking with others about what they have read.- Gives meaning to marks they make as they draw, write and paint.- Begins to break the flow of speech into words.- Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.- Write their own name and other things such as labels, captions.- Attempt to write short sentences in meaningful contexts.- Use their phonic knowledge to write words in ways which match their spoken sounds.- Write some irregular common words.- Write simple sentences which can be read by themselves and others.
Mathematics	<p>To develop Mathematics skills across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Count to 10, 20 and beyond- Recognise numbers to 10, 20 and beyond- Count sets of objects and actions- Compare numbers and groups of objects- Order sets of numbers- Estimate how many- Say the number one more and one less- Add by combining two groups and by counting on- Subtract by taking away and by counting back- Record their mathematics and calculations- Solve problems- Understand doubling, halving and sharing- Use positional language- Make patterns, pictures and models with shapes and describe what they have done- Look for shapes in the environment- Talk about shapes and the shape of objects, including using mathematical vocabulary- Order objects by height, length, weight or capacity and use everyday language to talk about what they have done- Use everyday language related to time- Use everyday language related to money- Order and sequence familiar events- Measure short periods of time in simple ways-

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

Understanding of the World	<p>To develop an Understanding of the World across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Talk about the relationships within their family- Share memories of experience and events- Talk about special times and events for family and friends- Look at different occupations and ways of life- Know that different people enjoy different things- Recognise similarities and differences between them and others- Know that different families and communities have different traditions- Comment and ask questions about the world we live in- Make observations of plants, animals, natural and found objects and talk about them- Explore why things happen and how things work- Show care and concern for living things and the environment- Look at similarities, differences, patterns and change in relation to materials, places, objects and living things- Talk about how places differ- Operate simple equipment- Explore technological toys and real objects- Know that information can be retrieved from computers- Complete a simple computer program- Recognise that a range of technology is used in places such as home and school- Select and use technology for a purpose
Art and Design	<p>To develop Art and Design skills across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <ul style="list-style-type: none">- Join in with songs, dancing and ring games- Create movement in response to music- Explore how sounds can be made and changed- Explore the sounds of different instruments- Tap out simple repeated rhythms and make up rhythms of their own- Explore colours and how they can be made and changed- Explore the texture of things and experiment to make different textures- Use various construction materials constructing by stacking blocks vertically and horizontally, making enclosures and creating spaces, and building and balancing- Use tools for a purpose- Manipulate materials to achieve a planned effect- Use simple tools and techniques competently and appropriately- assemble, join and shape a variety of materials- Experiment with colour, design, texture, form, shape and function- Use movement to express feelings- Engage in imaginative role play, adding a storyline to their play

South Bersted C.E. Primary School – Long Term Plan (2020/2021) – Reception

An initial plan is made for each topic but this is adapted as appropriate based on the children's interests

Possible areas of learning are indicated as a guide for each topic

- Build stories around toys
- Create props for role play
- Capture experiences with a range of media such as music, dance, paint and other materials
- Create simple representations of events, people and objects
- Choose colours for a purpose
- Play cooperatively as part of a group to develop and act out a narrative