

## South Bersted C.E. Primary School – Long Term Plan (2021/2022) – 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

Creative Topic	Who am I?	Who are the people that help us?
	<p>Possible areas of learning:</p> <ul style="list-style-type: none"><li>- Starting school</li><li>- Making friends and sharing with others</li><li>- following new rules and routines</li><li>- All about me</li><li>-what am I good at?</li><li>-What do I like/ dislike?</li><li>- Looking after ourselves</li><li>- being aware of our emotions</li><li>-how to regulate our emotions</li><li>- talking about our family and friends</li><li>- celebrations</li><li>- things which make us unique</li><li>- map plotting where we come from</li><li>- self portraits</li><li>-different cultures and traditions</li><li>-different food from around the world</li><li>- drawing pictures of our family</li><li>-developing talk in front of others</li></ul>	<p>Possible areas of learning</p> <ul style="list-style-type: none"><li>- what do I want to be when I grow up?</li><li>-our dreams and aspirations</li><li>- different professions</li><li>- talking about other people in our lives</li><li>- being aware of similarities and differences between people</li><li>- what makes me super?</li><li>-superheroes</li><li>- how to be healthy like a Superhero</li><li>- developing gross motor skills like a superhero</li><li>- learn to retell a story and learn new vocabulary</li><li>-creating traps to catch the Evil Pea from the story</li><li>- role playing different professions</li><li>-rhyming</li><li>-noticing rhythm in stories and poems</li></ul>

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<b>Planned Experiences:</b>	Celebration of cultural Diversity within the class and community Map plotting where we are from Parent visitors sharing culture/food Indian dance workshop Food tasting cultural celebration	<b>Planned Experiences:</b> Visits from emergency services (fire service/ police) Visits from key professions - doctor, nurses etc Firefighter training day Superhero day Supertato characters in classroom
	<b>Texts:</b> <ul style="list-style-type: none"> <li>Super Duper You</li> <li>The Colour Monster</li> <li>We Are All Different</li> <li>What I Like About Me</li> <li>The Elephant Dance</li> </ul>	<b>Texts:</b> <ul style="list-style-type: none"> <li>When I Grow Up</li> <li>Emergency</li> <li>Superkid</li> <li>Supertato</li> </ul>
<b>Communication and Language</b>	To develop Communication and Language across the topics children will be given opportunities, both adult directed and child initiated, to: <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail.</li> <li>Engage in storytimes.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Engage in non-fiction books.</li> </ul>	

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	<p>Use new vocabulary in different contexts. Learn rhymes, poems and songs.</p>
<b>Physical Development</b>	<p>To develop Physically across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p>
<b>Personal, Social and Emotional Development</b>	<p>To develop Personally, Socially and Emotionally across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>
<b>Literacy</b>	<p>To develop Literacy skills across the topics children will be given opportunities, both adult directed and child initiated, to:</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some letters accurately.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Write some or all of their name.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Phonics lessons will follow this progression of sounds. <a href="https://www.southbersted.co.uk/wp-content/uploads/2020/05/Progression-of-sounds-document.pdf">https://www.southbersted.co.uk/wp-content/uploads/2020/05/Progression-of-sounds-document.pdf</a></p>

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<b>Mathematics</b>	To develop Mathematics skills across the topics children will be given opportunities, both adult directed and child initiated, to:  Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Subitise. Compare numbers. Count beyond 10. Continue, copy and create repeating patterns. Compare length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
<b>Understanding of the World</b>	To develop an Understanding of the World across the topics children will be given opportunities, both adult directed and child initiated, to:  Talk about members of their immediate family and community Name and describe people who are familiar to them. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Explore the natural world around them.
<b>Art and Design</b>	To develop Art and Design skills across the topics children will be given opportunities, both adult directed and child initiated, to:  Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines into their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups.