

South Bersted C.E. Primary School – Long Term Plan Year A (2016/2017) – 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	<i>Who Am I?</i>	<i>Out of This World!</i>	<i>Once Upon a Time...</i>	<i>Off We Go!</i>	<i>On Safari</i>	<i>All at Sea</i>
	Possible areas of learning - <i>Starting school</i> - <i>Ourselves</i> - <i>Parts of the body and looking after ourselves.</i> - <i>family</i> - <i>celebration</i> - <i>things which make us unique</i> - <i>things we are good at</i> - <i>memories</i> - <i>occupations to include emergency services linked to keeping safe</i>	Possible areas of learning - <i>dinosaurs</i> - <i>monsters</i> - <i>aliens</i> - <i>space travel</i> - <i>planets and our solar system</i>	Possible areas of learning - <i>castles</i> - <i>dragons</i> - <i>knights</i> - <i>princesses</i> - <i>fairytales</i> - <i>growth – beanstalks, frogs, chicks linked to fairy tales</i>	Possible areas of learning - <i>transport</i> - <i>toys with wheels</i> - <i>journeys</i> - <i>road safety</i>	Possible areas of learning - <i>animals – pets, farm, zoo, wild,</i> - <i>places around the world</i>	Possible areas of learning - <i>pirates</i> - <i>mermaids</i> - <i>treasure islands</i> - <i>under the sea</i> - <i>at the beach</i> - <i>rock pools</i> - <i>at the seaside</i>
Communication and Language	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"> - 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 					

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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 <i>slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</i>- 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 <i>play dough</i>, 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
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 behaviour 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

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Literacy

To develop Literacy skills across the topics children will be given opportunities, both adult directed and child initiated, to:

- 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.
- 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.

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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
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

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	<ul style="list-style-type: none">- 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- 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