

South Bersted C.E. Primary School – Long Term Plan Year A (2019/2020) – 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 Am I? | Once Upon a Time! | Off We Go! | Dragons and Fairies | Our World | Treasure Island! |
| | <ul style="list-style-type: none"> - Starting school - Ourselves - Parts of the body and - looking after ourselves. - family - celebration - things which make us unique - things we are good at - memories - what do I want to be when I grow up? - dreams and aspirations - superheroes/ super me - occupations to include emergency services linked to keeping safe <p>Texts-</p> <p>When I Grow Up Superkid Supertato Supertato: Veggies Assemble Emergency!</p> | <p>Fairytales-</p> <ul style="list-style-type: none"> - The Gingerbread Man - The Three Little Pigs - Goldilocks and the Three Bears - Billy Goats Gruff - Little Red Riding Hood - Hansel and Gretel <p>-rhyming</p> <p>-story structure</p> <p>- recall and retell stories</p> <p>Texts-</p> <p>The Gingerbread Man The Three Little Pigs Goldilocks and the Three Bears Billy Goats Gruff Little Red Riding Hood</p> | <ul style="list-style-type: none"> - transport - toys with wheels - space - journeys - road safety - holidays - maps/ basic directions <p>Texts-</p> <p>Naughty Bus! The Hundred Decker Bus The Train Ride Mrs Armitage on Wheels Choo Choo Clickety Clack Zoom, Rocket, Zoom</p> | <ul style="list-style-type: none"> - castles - dragons - knights - princesses - fairies - trolls - fairytales linked to castles- Frozen, Sleeping Beauty, Rapunzel, Jack and The Beanstalk, The Frog Prince - growth – beanstalks, frogs, chicks linked to fairy tales <p>Texts-</p> <p>Sleeping Beauty Jack and the Beanstalk Frozen The Egg How To Catch a Dragon There’s a Dragon in your Book</p> | <ul style="list-style-type: none"> - animals – pets, farm, zoo, wild, - places around the world - religions/ festivals - food/ travel - world map <p>Texts-</p> <p>The Little Red Hen What The Ladybird Heard The Mixed Up Chameleon Six Dinner Sid Walking through the Jungle</p> | <ul style="list-style-type: none"> -dinosaurs - pirates - mermaids - treasure islands - under the sea - at the beach - rock pools - at the seaside <p>Texts-</p> <p>Pirates Love Underpants The Night Pirates A New Home for a Pirate How to Catch a Mermaid Tiddler Sharing a Shell Barry the fish with fingers!</p> |
| 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’ | | | | | |

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| | <ul style="list-style-type: none"> - 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 |
| <p>Physical Development</p> | <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 |
| <p>Personal, Social and Emotional Development</p> | <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 |

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

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

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

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| | <ul style="list-style-type: none">- Choose colours for a purpose- Play cooperatively as part of a group to develop and act out a narrative |
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