



Tigers

(Reception class): Long Term Plan - 2020/2021

Teachers: EP and KS

This is an overview of the expected learning to be taught in the Tigers during the academic year of 2020-21, however this is subject to change leading from the children's interests and following the EYFS curriculum.

| A mini season topic to be taught throughout the year. | | | | | | |
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| | Autumn 1 What makes me, me? What makes me happy? | Autumn 2 Let's celebrate! Light and Dark/Celebrations | Spring 1 Winter/Traditional Tales | Spring 2 Down on the Farm | Summer 1 King, Queens and Castles | Summer 2 The Circus |
| RE | Why is the word God so important to Christians? | Why do Christians perform nativity plays at Christmas? | Which stories are special and why? | Why do Christians put a cross in an Easter garden? | Being Special: where do we belong? | What is special about our world? |
| Books and Texts | The Tiger Who Came to Tea The Smeds and the Smoos The Colour Monster We're Going on a Bear Hunt Goldilocks and Three Bears Tigers - Non Fiction | Funnybones How to Catch a Star Stickman Rama and Sita The Gingerbread Man Night Monkey Day Monkey Autumn - Non Fiction | Williams Winter Wish After the Fall The Great Gran Plan Last Stop on Market Street The Three Little Pigs Snow and Ice - non fiction | The Scarecrows Wedding The Dot Farmer Duck The Name Jar Little Red Hen On the Farm | Zog Giraffes Cant Dance Oi Frog Julian is a Mermaid Jack and The Beanstalk See inside Castles - Non Fiction | You See a Circus The Huge Bag of Worries The Singing Mermaid The Proudest Blue Hansel and Gretel Elephants - Non Fiction |

Prime Areas of Development

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| <p>Physical Development (PD)</p> <p>Gross Motor and Fine Motor</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE -Football and Ball manipulation</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE - Tri-golf, Dodgeball, Gymnastics and Multi-Skill Body Management</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE -Cross Country, Hockey and Gymnastics</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE -Netball and Hand Invasion</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE -Cricket and Striking and Fielding</p> | <p>Movement/Travelling (FMS/GMS throughout the year)</p> <p>PE -Athletics and Rounders</p> |
| <p>Personal, Social and Emotional Development (PSED)</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building relationships</p> | <p>School Rules: routines and boundaries</p> <p>Forming positive relationships</p> | <p>Anti-Bullying Week</p> <p>Friendships</p> <p>Playing together and taking turns.</p> <p>Know where to find resources and equipment.</p> | <p>Good to be Me</p> <p>Working within a group</p> <p>Being proud of their achievements</p> <p>Talk about their ideas</p> | <p>Sequence ideas together</p> <p>Understand consequences of behaviour</p> | <p>Sequence ideas together</p> <p>Understand consequences of behaviour</p> | <p>Resolve conflict without an adult.</p> <p>Adapt to changes in routine.</p> |
| <p>Communication and Language (CL)</p> <p>Listening, attention and understanding, Speaking</p> | <p>Listening and Attention</p> <p>Focus on an activity for a short period of time.</p> | <p>Speaking skills.</p> <p>Use language to communicate and explain how they are feeling and what they want to do.</p> | <p>Listen and respond to stories with increasing attention.</p> | <p>Following instructions and re-calling instructions given.</p> <p>Listen and respond to peers and adults.</p> | <p>Speaking skills.</p> <p>Organise talk and sequence ideas together to express opinions about their interests.</p> | <p>Answering 'how' and 'why' questions.</p> <p>Listen to others opinions.</p> |

Other Areas of Learning

**Phonics
(Letters and
Sounds)**

Phase 2
Recognising letters and
the sounds they make.
Segmenting and
blending simple CVC
words.
Recognising HFW

Phase 2
Segmenting and
blending CVC and CCVC
words.
Spelling simple VC, CVC
and CCVC words using
phonics knowledge.
Recognising and
spelling HFW.

Phase 3
Learning graphemes.
Segmenting and
blending phase 3 words
using phonic knowledge.
Read simple sentences.
Recognising and
spelling key HFW.

Phase 3
Reading sentences
using letters and
sounds to decode
unfamiliar words.
Recording sentences
with key HFW and use
of phonic knowledge.

Phase 3 Consolidation
Re-capping what has
been taught.
Using and applying
strategies through
reading and writing.

Phase 4
Move onto phase 4 to
consolidate phase 3,
using and applying
strategies.

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Specific Areas of Development

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| Literacy Comprehension Word Reading, Writing | <p>Throughout the year the skills taught will include:</p> <p>Comprehension: Demonstrate what has been read., anticipate key events, use and understand new vocabulary.</p> <p>Reading focus: Join in with stories, rhymes and songs, select books independently, enjoy a range of different texts, reads words/sentences, uses phonic knowledge where appropriate.</p> <p>Writing focus: Mark making, forming letters/drawing, hearing sounds as they write., link sounds to letters when writing and write a short sentence/statement using phonic knowledge, record a sequence of sentences and be able to read what they have written.</p> |
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| Literacy Skills | <p>Send home reading books.</p> <p>Work on FMS using a range of focused and independent activities.</p> <p>Letter formation: big movements in the air, glitter, chalk, paints, crayons, collage, playdough.</p> <p>Reading a range of different stories, introduce story telling actions, recognising characters, predicting what may happen.</p> <p>Sequencing of familiar stories.</p> | <p>Continue with home-readers.</p> <p>Introduce guided reading.</p> <p>Applying phonic knowledge to reading.</p> <p>Begin to record simple captions and labels using dominant sounds.</p> <p>Recognise and read key HFW.</p> | <p>Continue with home-readers and guided reading.</p> <p>Record lists, captions, labels, tags</p> <p>Use and apply phonic knowledge when reading to recognise and read key HFW.</p> <p>When writing use letters and sounds to support what is being written.</p> | <p>Continue with home-readers and guided reading.</p> <p>Record lists, captions, labels, tags moving onto sentences.</p> <p>Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces.</p> | <p>Continue with home-readers, busy boxes and guided reading.</p> <p>Record sentences using capital letters and full stops.</p> <p>Know when to include detail in writing.</p> <p>Sequence ideas together.</p> <p>Show structure to what is written down.</p> <p>Writing should have phase 3 sounds and HFW used consistently.</p> | <p>Consolidating what has been taught to ensure children have the confidence and stamina to write at length.</p> <p>Children begin to include detail in what they write and can read what they have recorded unaided.</p> |
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| Mathematics Number and Numerical Patterns | <p>Throughout the year the skills taught will include:</p> <p>Number focus: Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatic recall of number bonds to 5.</p> <p>Numerical Patterns: Count confidently to 20, recognising the patterns of the counting system. Compare sets of objects to 10. Explore and represent patterns within numbers up to 10. Including odds and evens, double facts and how quantities can be distributed equally.</p> <p><i>Although Shape, Space and Measure is no longer an ELG we will continue to add these objectives in to our continuous provision inside and outside</i></p> |
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| White Rose Maths | <u>Getting to Know You</u> | <u>Just like me</u> | <u>Its Me 123!</u> | <u>Light and Dark</u> | (Awaiting Release) | (Awaiting Release) | (Awaiting Release) | (Awaiting Release) |
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| Number | Baseline | Match and Sort Compare Amounts | Representing 123 Comparing 123 Composition of 123 | Representing Numbers to 5 One more and Less | | | | |
| Measure, Shape and Spatial Awareness | Baseline | Compare Size, Mass and Capacity Exploring Pattern | Circles and Triangles Positional Language | Shapes with 4 sides. Time | | | | |
| <p>Understanding of the world (UW)</p> <p>Past and Present People, Culture and Community The Natural world</p> | <p><u>TNW</u> 'Recognise some environments that are different to the one in which they live'. Seasonal changes Look at contrasting environments to their own. Naming features of their world - natural and man-made.</p> <p><u>PP</u> 'Name and describe people who are familiar to them'</p> | <p><u>TNW</u> 'Explore the natural world around them' Observe and interact with natural process - light/dark/reflections/shadows. Explore the changes they can see outdoors. How animals behave differently in the changing seasons. How and why questions</p> <p><u>PP</u> 'Talk about members of their immediate family and community'</p> | <p><u>TNW</u> 'Understand the effect of changing seasons on the world around them.' Look at the weather and seasonal features. Note and record the weather. Pictures of animals in the natural world. Observe natural processes - Freezing & Melting/Waterproof materials</p> <p><u>PP</u></p> | <p><u>TNW</u> 'Describe what they see, hear and feel whilst outside.' Interact with the natural world/care for living things/hands on experience - Hatching chicks/ Lambs/ Growth and life, butterflies. Habitats</p> <p><u>PP</u> Comment on images of familiar situations in the past'</p> | <p><u>TNW</u> 'Understand some important processes and changes in the natural world around them' Features of the world around them Natural/Man-made Growing and planting - naming familiar plants/ caring for plants Life cycles: bees, butterflies, frogs.</p> <p><u>PP</u> 'Compare and Contrast characters from stories and figures from the past'</p> | <p><u>TNW</u> 'Know some similarities and differences between the natural world and the world around them' Animals and their environments - wild/caged. Seasonal changes Growing and planting</p> <p><u>PP</u> 'Understand the past through characters and books.'</p> | | |

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| | <p>Talking about themselves, their home and their family.</p> <p><u>PCC</u> 'Draw information from a simple map.'</p> <p>Where do we live/Places that are familiar to us.</p> | <p>Explore different families/communities.</p> <p><u>PCC</u> 'Understand that some places are special to members of their community.'</p> <p>Look at places of worship/linked to celebrations</p> | <p><u>PCC</u> 'Recognise that people have different beliefs and celebrate special times in different ways.'</p> <p>Chinese New Year Mothers Day</p> | <p>Talk about our experiences of farms now and how they differ in the past. Machinery.</p> <p><u>PCC</u> 'Recognise some similarities and differences between life in this country and life in other countries.'</p> <p>Where food comes from. Farming around the world.</p> | <p>Explore fictional and non-fictional castles/knights. Explore Historical artefacts Role Play Castles/Knights</p> <p><u>PCC</u> 'Draw information from a simple map.'</p> <p>Explore maps/environments - drawing own maps linked to story settings.</p> | <p>Circus Past/Present Similarities and differences.</p> <p><u>PCC</u> 'Explore similarities and differences between different cultural communities.'</p> <p>Explore circus life/traveling communities.</p> |
| <p>Expressive Arts and Design (EAD)</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> | <p><u>CWM</u> Printing, materials. textures, chinks, paints. Sand and Water Mud Kitchen</p> <p><u>BIE</u> Nursery rhymes Number songs Sounds linked to feelings and colours</p> | <p><u>CWM</u> Bonfire night paints and textures. Funnybones puppets Christmas Play Making stickman puppets. Christmas craft, cards and decorations.</p> <p><u>BIE</u> Firework sounds Funnybones dance Christmas Play Singing Christmas hymns and songs Performing on stage Using role-play to act out different scenes.</p> | <p><u>CWM</u> Mother's Day cards</p> <p><u>BIE</u> Chinese role-play Chinese dragon dance Chinese dragon song Chinese music and sounds</p> | <p><u>CWM</u> Farmyard collage Butterfly paintings Easter cards Easter craft Bible story paintings Playdough</p> <p><u>BIE</u> Number songs Animal sounds Farm songs and dances Farm shop role-play Sand and Water Mud Kitchen</p> | <p><u>CWM</u> Junk model castles Using different materials and media for kings, queens, dragons</p> <p><u>BIE</u> Number songs Using instruments to create sounds Sand and Water/Wet and Dry Mud Kitchen</p> | <p><u>CWM</u> Using natural materials to create pictures. Story characters. Exploring media and materials</p> <p><u>BIE</u> Making circus games and activities Circus music and gymnastics Sand and Water/Wet and Dry Mud kitchen</p> |