

Reception – Long Term Plan 2018-19

Possible trips/ activities		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Our school- Learning walk around the school.	Harvest festival Nativity	Visitor to school- people who help us?	Local area- walk.	Class trip	Sports day
3 prime areas of learning and development	Personal, Social and Emotional Development	JIGSAW: Being me in my world. Classroom routines and rules (discuss how it makes adult feel) Support children in making friends	JIGSAW: Celebrating differences. How to deal with our different emotions. Focus Chantry value- Unique	JIGSAW: Dreams and goals. Focus Chantry value for the term-Aspirational. Board Games – taking turns – can they invent their own board game with rules?	JIGSAW: Healthy me Keeping fit and healthy. Food choices- what we should eat most of the time. Food choices- what we can eat some of the time.	JIGSAW: Relationships My family and me. Making friends. Trying to solve problems when they occur.	JIGSAW: Changing me To express how I feel when change happens in my life. To understand the changes I can see in myself (growing up). To know who to talk to if I'm worried about change.
	Physical Development	Managing own personal hygiene Pencil control: Following patterns Premier sports- Mr Adams	Parachute and ring games Pencil control: Letter formations (with focus on s,a,t,p,i,n) Premier sports- Mr Adams	Riding a bike Pencil control: Letter formations (focus on letter formation clusters – i,j,l,t and b,h,k) Premier sports- Mr Adams	Hula hooping Pencil control: Letter formations (focus on letter formation clusters – c,a,d,o,g,q) Premier sports- Mr Adams	Healthy eating Pencil control: Letter formation (focus on letter formation clusters - n,m,p,r and u,v,w,y) Premier sports- Mr Adams	Sports day practise Safety in the sun Pencil control: Letter formation (focus on letter formation clusters – f,s,e,z,x) Premier sports- Mr Adams
	Communication and Language	<p><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to their interests. 					
4 specific areas of learning and development	Literacy	Recognising own name Julia Donaldson rhyming books – learning to continue a rhyming string	Copy own name Difference between fiction and non-fiction Sequencing pictures from familiar stories Christmas cards/letters and lists	Write first name without support. Writing for different purposes Non-fiction: look at a contents/ index page Readers in pairs	Write whole name without aid Reordering fairy-tale Story mapping/Storyboards Wanted/missing posters Instructional writing Readers in pairs	Using story maps to support sentence writing. Use non-fiction books to find answers to our questions Make a class non-fiction book Readers in groups of 5	Using story maps to support sentence writing. Continue to use phonics to support independent writing. Poetry Readers in groups of 5
	Phonics	Individual readers how to hold a book, telling stories through pictures Phase 1 – s,a,t,p,i,n	Individual readers – introduce scheme books Phase 2	 Phase 2	 Phase 3	 Phase 3	 Phase 4

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Mathematics	Counting rhymes Counting aloud 0-10 and back Number recognition 1-1 correspondence when counting objects	Addition using fingers Find one more/one less than Counting to 20 and back 2D shapes Ordering numbers 0-10	Teen numbers Addition and Subtraction using fingers and numberline Count to 20 Counting in 10's	Number bonds to 10 Capacity Addition and Subtraction using numberline and counting in head 3d shapes Count to 50	Positional language – beebot Using the 100 square Count to 100 Counting in 2's Odd/Even numbers Money – coin recognition	Representing data- bar charts (using 2simple software) tally charts Counting in 5's Money – simple additions and subtraction
Understanding the world	Computing - Introduction to computers – logging on in Navigating programs 2paint, maths whizz	Computing – firework pictures Learning about Diwali – festival of lights Introduction to Mini Mash.	Computing – Mini Mash Using simple software. Painting and captions.	Computing – using the keyboard (spacebar, backspace, number pad/keys, letters, shift) Opposites – hot/cold, old/new, night day	Computing – using beebot software. Begin to use Purple Mash- story books.	Computing – Photography
RE	Harvest Old Testament Stories	Christmas	Stories Jesus heard	New Testament Stories Easter	Jesus' World	Prayers
Expressive Arts and Design	Picasso - Self portrait "Every child is an artist" Music – finding a voice (learn lots of new songs/sing with confidence)	Firework pictures Making Diwali mehndi hands Christmas play Music – learn firework song and learning Christmas play songs	Dance studio – responding to music through dance Music – Learn about rhythm and pulse in songs	Mood Artwork Mother's day cards Music – exploring instruments how many sounds can one instrument make and louder/quieter/fast/slow	Colour mixing Music - learn how to play simple songs on the xylophone/ metallaphone	Individual life size collage Father's day cards Music – making up compositions

We will be learning through our interests in Reception. As a result of this, the children will guide the adults to specific themes or topics they are interested in at that moment in time.

The Importance of Play

"Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous although some children may need extra help from adults. Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practise new ideas and skills, they take risks, show imagination and solve problems on their own or with others. The role that adults have is crucial. Adults provide time and space and appropriate resources. These might include clothes, boxes, buckets, old blankets that will inspire play and fire children's imaginations. They observe play and join in when invited, watching and listening before intervening. They value play and provide safe but challenging environments that support and extend learning and development."

- <http://www.earlyyearsmatters.co.uk/eyfs/a-unique-child/play-learning/>

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