

Reception Long Term Plan 2019/2020

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Year group theme / topic	Marvellous Me (Me, my new school and my family, parts of my body)	Marvellous Me (Senses, people I know and who help us, special times) FUDGE Day	Fantasy (Story structure, characters) Science day	Pattern (Patterns in nature, animal skins, in maths, in art) BOOK WEEK MANGO day RHYMETIME CHALLENGE PERFORMANCE	Here there and everywhere (School environment, park, Percy) Around the World Week	Here there and everywhere (The wider world, holidays) Healthy Living week
Trips				Beverley Park	New Malden Fire Station New Malden Library	Godstone Farm
PSED	Settling in Circle and name games Friendship tree Me and my family My interests What I look like Marvellous me bags Grandparents tea party Harvest celebration Initiates conversations, attends to and takes account of what others say. Keeps play going by responding to what others are	Learning about my body Relationships People who help us Special times / festivals we celebrate with our families Christmas Concerts • Initiates conversations, attends to and takes account of what others say. Demonstrates friendly behaviour, initiating conversations and forming good	Learning Character Tree Good Deeds Developing awareness of own needs My favourite story/book from home • Making good choices – talking about right and wrong ways to behave. Making good choices. • Being confident to talk to others about interest and	Caring for others and living things Feelings Being a good friend Easter VISIT TO BEVERLEY PARK • Good to be me- what makes me special, what can I do now? • Being confident to try new activities – showing perseverance • Talking about special times - Pancake Day, Easter • Taking part in	Looking after the environment Places in our community we can visit LIBRARY FIRESTATION Takes steps to resolve conflicts with other children, e.g. finding a compromise. Explains own knowledge and understanding, and asks appropriate questions of others.	Places we like to go to on holiday Transition visits to Year 1 HOLIDAY DAY VISIT TO GODSTONE FARM Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with

	saying or doing.	relationships with peers and familiar adults.	<p>opinions</p> <ul style="list-style-type: none"> • Support to make good relationships, to negotiate and listen to others ideas • Being able to talk about own abilities 	<p>school events –</p> <p>Book week, visit to library</p> <ul style="list-style-type: none"> • Adjusting to changes in routines – Family group time, parents in school week • Showing care for others and living things • Explain own understanding and ask appropriate questions of others 		adults and other children.
C & L Main Themes	<p>Listening skills</p> <p>Listening walk</p> <p>Talking about self, families and own interests & experiences</p> <p>1st day photos</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Speaking and listening time for discussions</p> <p>Information texts about senses/people who help us</p> <p>Taking on different roles</p> <p>Recalling special times/ festivals we celebrate</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <ul style="list-style-type: none"> • Two-channelled attention – can listen and do for short span. <p>Naughty Bus: Travel,</p>	<p>Using story language and structure</p> <p>Descriptive words</p> <p>Traditional stories</p> <p>Share favourite stories</p> <p>Fantasy characters</p> <p>Class stories</p> <p>Oral story telling</p> <p>Sequencing and retelling familiar stories</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p>	<p>Information texts about animals / nature</p> <p>Reading Rhymes</p> <p>Retelling familiar stories</p> <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Responds to instructions involving a two-part sequence. <p>Understands humour, e.g. nonsense rhymes, jokes.</p> <ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas 	<p>Information writing and writing factually</p> <p>Creative story writing</p> <p>Using information books</p> <p>Explanations & clarifying thinking</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention <p>Grandad's Island</p>	<p>Recounts: Godstone Farm</p> <p>Non-fiction, information writing</p> <p>Using information books</p> <p>Oral story telling</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or</p>

		adventure,route, story, where is the bus going	<ul style="list-style-type: none"> • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. <p>Bedtime for Monsters: Design own Monster, create own monster, favourite bedtime stories</p>	expressed by others in conversation or discussion. Leopards Drum Yucky Worms		events. Surprising Sharks
LITERACY Reading & Writing	Phase 1 ongoing Begin Phase 2 Nursery rhymes, number songs, familiar songs Name work Mark making to share experiences Emergent writing • Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Continues a rhyming string. • Hears and says	Phase 1 ongoing Phase 2 Nursery rhymes Rhyming books Introducing Golden words Labelling body/ face Card writing Recipes Lists • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to	Phase 1 ongoing Begin Phase 3 Poems Story maps Wanted posters Letter writing Writing captions Spell writing Recipes Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words.	Phase 1 ongoing Phase 3 Using letter names Captions about animals Signs Writing clues Labels Captions RHYME TIME CHALLENGE • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate	Phase 1 ongoing Begin Phase 4 Knowing the alphabet Class book about school environment Signs Account of visit Labels • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds	Phase 4 Postcards Writing letters Passport writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and

	the initial sound in words.	letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels,captions.	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers. 	meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts.	correctly and in sequence. • Writes own name and other things such as labels,captions. • Attempts to write short sentences in meaningful contexts.	others. Some words are spelt correctly and others are phonetically plausible.
LITERACY Stories	Settling in stories- Lucy & Tom Go to School, Puddles Big step, Ned, Splat the cat, My first day	Lucy's Picture Oliver's vegetables Oliver's fruit salad Naughty Bus	Goldilocks 3 little pigs Gingerbread man 3 Billy goats Red Riding Hood Superhero / fantasy stories Bedtime for monsters	Animal stories Leopard's Drum My Mum and Dad make me Laugh. Yucky worms	Percy the park keeper stories Grandad's Island	Katie in London My cat likes to live in boxes Surprising sharks
PD	Using outside equipment sensibly with care and control Threading and scissor use Using and handling tools, mark making implements, construction toys. Hand washing routines Putting on	Begin PE Finding a space Hoop games Stopping and starting Finger Fitness Theodescoru writing programme for select children Buttoning / zipping up coats Eating healthy food	Moving in different ways Small apparatus skills – bean bags and balls Effects of activity on body Getting undressed/dressed for PE and OUT & About • Experiments	Using bodies imaginatively Ball skills Moving like different animals Getting undressed/dressed for PE and OUT & About Experiments with different ways of moving.	Moving to different sorts of music Mats and Benches Obstacle course Looking after ourselves Understanding of need for safety when tackling new challenges/risks.	Mats and Boxes Climbing Equipment Ball skills Races HEALTHY LIVING WEEK Understanding of good practices e.g. exercise, eating Children know the importance for good health of physical

	<p>coats/wellie boots</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Usually dry and clean during the day. 	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • Begins to form recognisable letters. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Practices some appropriate safety measures without direct supervision. • Usually dry and clean during the 	<p>with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food. <p>Begins to form recognisable letters.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows understanding of how to transport and store equipment safely. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>Experiments with different ways of moving.</p> <ul style="list-style-type: none"> • Jumps off an object and lands appropriately. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. 	<p>exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
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	<ul style="list-style-type: none"> Shows understanding of how to transport and store equipment safely. 	day.				
MATHS	<p>Number rhymes Counting to 10 Recognising numbers How many people live in your house?</p> <p>Colours Sorting and matching 2D shapes</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which 	<p>Counting, adding more Ordering numbers Bigger/smaller numbers One more/one less</p> <p>Size vocab Sequencing time Measuring and comparing height 2D & 3D shapes</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> Selects a particular named shape. Orders two or three items by length or height. Estimates how many objects they 	<p>Counting in 10s Addition, counting on Subtraction Counting and comparing</p> <p>2D & 3D properties Describing shapes Measuring and comparing length Money</p> <p>Uses everyday language related to time.</p> <ul style="list-style-type: none"> Beginning to use everyday language related to money. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Begins to identify 	<p>Counting in 10s & 5s Ordinal numbers Addition and subtraction</p> <p>Comparative language Positional language Measuring and comparing weight Pattern Repeating patterns</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <ul style="list-style-type: none"> Can describe their relative position such as '<i>behind</i>' or '<i>next</i>' Orders two items by weight or capacity. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. 	<p>Addition & Subtraction Counting in 2's Sequencing, missing numbers Sharing objects into groups</p> <p>Ordering and comparing size Prepositions Shape vocabulary</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <ul style="list-style-type: none"> Selects a particular named shape. Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Says the number that is one more than 	<p>Recording calculations Number bonds Doubles</p> <p>Directions Symmetry Timers Capacity</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to</p>

	<p>cannot be moved.</p> <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. <p>Mark making with numbers</p>	<p>can see and checks by counting them.</p> <ul style="list-style-type: none"> • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • Orders and sequences familiar events. • Measures short periods of time in simple ways. 	<p>own mathematical problems based on own interests and fascinations.</p>	<ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. Introduce doubles. 	<p>a given number.</p> <ul style="list-style-type: none"> • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. <p>Early Learning Goal</p>	<p>compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
UW	<p>Walking around our school Talking about my home, my family, my school Parts of the body Sharing own experiences</p> <ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. • Knows some of the 	<p>Autumn Walk Remembrance Day Christmas St Andrews Day Hannukah Diwali</p> <p>What are our 5 senses Investigating using our senses Describing smells, tastes, textures,</p>	<p>Chinese New Year St Patricks Day St David's Day</p> <p>Designing and making linked to stories</p> <p>Using Computer suite – loading programs Introduction to new programmes</p>	<p>BEVERLEY PARK Easter St Georges Day Pancake day Mothers day</p> <p>Animal names & habitats Under / above ground Describing animals Looking at patterns in nature, animal skins, in art</p>	<p>LIBRARY TRIP New Malden Fire station</p> <p>School layout Features of the park Likes and dislikes in the environment Looking after our environment</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns 	<p>GODSTONE FARM Eid</p> <p>Different places Where have we visited? Places we like visiting Sharing experiences Exploring Google Earth Using technology to record my experiences e.g.</p>

	<p>things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Using plasma screen correctly Introduction to programmes on computer e.g. 2Simple</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>sounds, sights Food at home People who help us</p> <p>Using cameras and microphones ICT & the senses</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>ICT- Bee bots and Codapilla</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>Controlling mouse to click and drag ICT- Create a story / headphones</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. 	<p>and change. Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>ICT in the environment Uses of ICT</p>	<p>camera Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Using computers to find out information</p> <p>Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
EAD	<p>Portraits Face collage Exploring basic colours</p> <p>Role Play – home corner Songs we know Exploring musical instruments Ring games Begin weekly</p>	<p>Observational drawings Adding textures Senses collage Fruit weaving</p> <p>Role Play – linked to class interest Role play – Post office, opticians, doctors</p>	<p>Story friezes Finger puppets/ masks Painting and drawing Clay work Role Play – linked to class interest or linked to favourite fantasy/ story Songs linked to stories/ fantasy characters</p>	<p>Animal patterns Animal puppets Animal texture collages 3D models</p> <p>Role Play – linked to class interest</p> <p>Moving like different animals Moving to music</p>	<p>Environment frieze Natural sculptures Observational drawings</p> <p>Role Play – linked to class interest Percy's hut</p> <p>Listening to different sorts of music</p>	<p>Sand / Sea collages Holiday pictures HOLIDAY DAY</p> <p>Role Play – linked to class interest Beach – end of term</p> <p>Children sing songs, make music and</p>

	<p>music sessions Grandparents song</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Introduces a storyline or narrative into their play. 	<p>Concert songs</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Begins to build a repertoire of songs and dances. • Introduces a storyline or narrative into their play. 	<p>Experiments to create different textures.</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Explores the different sounds of instruments. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. 	<p>Moving to different music</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
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