

St Mary's Reception LONG TERM PLAN 2020-21

	Autumn		Spring		Summer	
	'Making Friends'		'Protecting The World Around Us'		'You can do it!'	
Values Heartsmart	<u>LOVE</u> 'Get HEARTSMART'	<u>DETERMINATION</u> 'No Way through isn't true!'	<u>RESPECT</u> 'Two much Selfie isn't healthy!'	<u>COMPASSION</u> 'Don't Forget to Let Love In!'	<u>HONESTY</u> 'Fake is a Mistake!'	<u>COURAGE</u> 'Don't Rub it in, Rub it Out!'
Maths	<p><u>Number</u> Counting to 10 and beyond and recognising numerals through rhymes, songs and games. Beginning to write numerals. Considering value and exploring basic addition and subtraction. Focus on numbers 1 - 10</p> <p><u>Shape, Space and Measure</u> Sorting and naming 2D shapes Looking at positional language.</p>		<p><u>Number</u> Counting to 20 and recognising numerals through rhymes, songs and games. Write numerals to 20. Exploring teen numbers. 1 more/1 less. Consider value and continue to explore basic addition and subtraction. Recording explorations with number.</p> <p><u>Shape, Space and Measure</u> Sorting and naming 3D shapes. Looking at positional language. Exploring size, length and capacity. Introducing time and money.</p>		<p><u>Number</u> We will continue to consider value, exploring doubling and halving, addition and subtraction (including number bonds), estimation and formation. Explore problem solving and appropriate methods of recording their explorations with number.</p> <p><u>Shape, Space and Measure</u> Learning and using the language related to weight and capacity. Exploring pattern and shape using appropriate vocabulary. Using everyday language to solve problems relating to time and money.</p>	
Literacy Reading	Daily Phonics lesson Phase 2/3 Guided and shared reading within class		Daily Phonics lesson Phase 3 Guided and shared reading within class		Daily Phonics lesson Phase 3/ 4 Guided and shared reading within class	
Literacy Writing	<p>Using a wide range of materials to encourage independent writing / mark making and using letter shapes. Encouraging your child to give meaning to their writing. Forming letters in their name correctly. Modelling simple sentences. Applying phonic knowledge to our writing.</p> <p><u>Pathways to Write books.</u></p> <p>The Gingerbread Man</p> <p>I'm Going To Eat This Ant.</p>		<p>Encouraging the children to develop some independence in their writing. Thinking about what we are going to write. Applying phonic knowledge and recollection of key words to our writing.</p> <p>Reading our sentence as we write.</p> <p>Continuing to practice letter formation.</p> <p><u>Pathways to Write books.</u></p> <p>Naughty Bus The Journey Home</p>		<p>Further developing independence in their writing. Asking children to verbalise what they want to write. Continuing to apply phonic knowledge and recollection of key words to our writing.</p> <p><u>Pathways to Write books.</u></p> <p>Silly Doggy!</p> <p>Supertato</p>	

Personal, Social and Emotional.	<p>Developing:</p> <p><u>Self-confidence and self-awareness</u> <u>Managing feelings and behaviour</u> <u>Making relationships</u></p> <p>Ensuring that children feel happy and secure and are able to communicate needs and express ideas. Introduced to all staff and to each other and encouraged to develop positive relationships with teachers and other children. Becoming familiar with the building, routines and rules and understanding acceptable / appropriate behaviour.</p>	<p>Continuing to develop:</p> <p><u>Self-confidence and self-awareness</u> <u>Managing feelings and behaviour</u> <u>Making relationships</u></p> <p>Exploring emotions and feelings. Developing confidence speaking to others about needs, wants, interests and opinions. Thinking about solving problems for and considering how actions can affect other people. Listening and responding appropriately; compromising and considering others. Resolving conflicts and making compromises with other children. Accessing activities with growing independence and following rules for organisation and safety.</p>	<p>Nurturing:</p> <p><u>Self-confidence and self-awareness</u> <u>Managing feelings and behaviour</u> <u>Making relationships</u></p> <p>Considering the needs and wants of others and appreciating and celebrating the differences in each other. Resolving problems, responding compromising and considering others. Thinking about what we are good at and being confident to select activities independently.</p>
Expressive Arts and Design	<p><u>Exploring and using media and materials</u> <u>Being imaginative</u></p> <p>Building up a repertoire of songs and rhymes and use instruments to accompany them. Using a wide range of materials and tools to work creatively and selecting resources independently Taking on roles in small world play. Christmas play—developing knowledge of the Christmas story through music, dance and drama.</p>	<p><u>Exploring and using media and materials</u> <u>Being imaginative</u></p> <p>Using instruments to express ideas and feelings and developing understanding of pulse and rhythm. Using a wide range of construction materials and tools and encouraging an appropriate selection of resources and techniques. Expressing ourselves through dance, music and role play.</p>	<p><u>Exploring and using media and materials</u> <u>Being imaginative</u></p> <p>Using previous experience and knowledge to develop observational skills to create detailed representations of events, people and objects. Using a wide range of techniques to represent their ideas and feelings through art, music, dance and role play. Using construction materials to follow more complex instructions and to encourage imagination and creativity.</p> <p>Using self-expression and interpretation of ideas through dance, music and role play.</p>
Communication and Language	<p><u>Listening and attention</u> - listening carefully to what is being said,</p> <p><u>Understanding</u> - what something means and how they should respond</p> <p><u>Speaking</u> - make an appropriate response or comment</p>	<p><u>Listening and attention</u> - maintain attention and concentrate on an activity.</p> <p><u>Understanding</u> - about instructions and following them through effectively.</p> <p><u>Speaking</u> - about what we are learning and sticking to a theme / idea</p>	<p><u>Listening and attention</u> - to listen and respond while we are doing. To sustain concentration and maintain focus.</p> <p><u>Understanding</u> - about the importance of asking questions and answering questions appropriately. To apply knowledge and skills across the curriculum- thinking for ourselves.</p> <p><u>Speaking</u> - about relevant subjects using past and future tenses correctly. Speaking clearly and confidently.</p>

Physical Development	<p><u>Moving and Handling</u> Using a wide range of materials and resources to develop their control and effective use. Look at how our body moves and how to develop balance and control. Using outdoor equipment, the outdoor environment and the hall to develop control and safe use of space.</p> <p><u>Health and Self-care</u> Establishing toilet and hand washing routines, and concentrating on getting changed into PE kits. We will encourage the children to dress and undress independently.</p>	<p><u>Moving and Handling</u> Continuing to use a wide range of materials and resources to develop fine motor control and effective use of tools. Exploring dance and responses to music.</p> <p><u>Health and Self-care</u> Considering and discussing a healthy lifestyle. Understanding good practice in relation to exercise, eating, sleeping and hygiene. Thinking about safety in relation to movements and objects.</p>	<p><u>Moving and Handling</u> Developing the use of a wide range of materials and resources to enable children to develop their control and effective use of tools. Using the Olympic games as a stimulus, we will be looking at different forms of physical activity. Learning gymnastic shapes. Handling apparatus including a range of throwing equipment with care and precision. Thinking about balance and control of movements. Developing control of objects and equipment.</p> <p><u>Health and Self-care</u> Understanding importance of a healthy diet and how this is important to their overall good health. Considering the need for medicine safety.</p>
Understanding the World	<p><u>People and Communities</u> Considering how people evolve from a baby to an adult. Discussing with your child their own family and things that are familiar to them. Helping your child to become familiar with the people and routines in school. Looking at people in the community and the jobs they do. Talking about the jobs that they might like to do when they are older.</p> <p><u>Understanding the World</u> Exploring materials, looking at similarities and differences and natural and man-made. Thinking about how seasons and climates change and how this influences lifestyles. In particular we will look at autumn and explore its characteristics.</p> <p><u>Technology</u> Using computers and i-pads to play games and access the internet to find out information. Using photographs to record, discuss and develop activities. Using simple drawing programs to enable your child to develop their mouse control.</p>	<p><u>People and Communities</u> Looking at how people celebrate and gather together. Exploring how other cultures celebrate traditions. (Chinese New Year) Looking at diversity, how we are all different and learning how to treat each other with respect.</p> <p><u>Understanding the World</u> Exploring everyday materials using our senses. Learning about forces - pushes and pulls and how things work. Observing and discussing the characteristics of winter and exploring the changes we see as winter evolves into spring.</p> <p><u>Technology</u> Continuing to use computers and iPads to complete simple programs and access the internet to find out information. Thinking about and discussing how technology is used daily in the home— washing machines, cookers etc. Helping the children to record their work through photographs.</p>	<p><u>People and Communities</u> Looking at places the children have visited with their families and their experiences of holidays and days out. Looking at how people celebrate and gather together.</p> <p><u>Understanding the World</u> Exploring the environment, how it changes through the seasons and how this affects what we wear and do. Looking at things that are alive and not alive. Growing plants and observing the changes that occur. Learning about different habitats and environments and observing the similarities and differences. Exploring summer.</p> <p><u>Technology</u> Continuing to use computers and iPads to play games and access the internet to find out information. Using cameras and iPads to take photographs and videos. Helping the children to complete simple programs on the computer. Using programmable toys to encourage the children to plan and map routes.</p>
Religious Education	<p>God - Creation (God)</p>	<p>Incarnation</p>	<p>Salvation</p>

