



Reception Long Term Plan 2019- 2020

Half term	Communication and Language	Physical Development	Personal, Social and Emotional	Literacy	Maths	Understanding the World	Expressive Arts and Design
1 What do I know about me? (Texts: The baby who wouldn't go to bed / Polar bear, polar bear, what do you hear? / Owl Babies / Rosie's walk)	<ul style="list-style-type: none"> . Model spoken language using sentences . News telling/show and tell . Listen/respond – story/rhyme . Prepositions 	<ul style="list-style-type: none"> . Hand/eye coordination . Outdoor-bikes/small equipment/games. . Gym-use of space . Move with confidence 	<ul style="list-style-type: none"> . Positive attitudes . Class rules/routines . Develop confidence . Develop friendships Role play areas Likes/dislikes birthdays 	<ul style="list-style-type: none"> . Letters/sounds - phonic work . Story/rhyme-poems . Recognise familiar words . Mark making . guided read . focus on h.f words/beginning sentence writing 	<ul style="list-style-type: none"> . Counting, reading & ordering to 10 . sort/match by colour/size etc. . count to 20 . more than/less than . 2d shape . positional language . patterning with colour/shape 	<ul style="list-style-type: none"> . Our faces/bodies/body parts/senses . similarities/differences-use mirrors family and relationships outdoor environment-explore senses 	<ul style="list-style-type: none"> . Songs incl.-I've got a body/Head, shoulders. . Dance . Sound making . Colour mix . Our bodies . Explore texture . draw/paint portraits Decorate gingerbread men . make/bake gingerbread men
2 Why are there So many leaves on the ground? Why is it so cold in winter? (Texts: The Snowman / The Jolly Christmas Postman)	<ul style="list-style-type: none"> . Maintain attention. . questioning . Respond to instructions . News/show and tell . Listen/join in with story/rhyme 	<ul style="list-style-type: none"> . Gym – travel with control, balance, climbing skills . Games-throw/catch . Healthy eating/routines . Hand/eye coordination. 	<ul style="list-style-type: none"> . Talk about home/community inc. beliefs . build confidence to speak in a familiar group . Role play – cold countries polar regions 	<ul style="list-style-type: none"> Letter/sounds -phonic work . Ascribe meaning to marks . H.F words/recognise familiar words . Story/rhymes 	<ul style="list-style-type: none"> . Count to 20/back Counting on . Recognise, order to 20 . Addition/subtraction within 10 . Order by size . Name /use 2D shapes/patterns . Days of week – time-today etc 	<ul style="list-style-type: none"> . Seasonal change-Autumn/Winter Explore outdoors. Know familiar places/talk about natural world . ICT-remote control and computer info. retrieval 	<ul style="list-style-type: none"> . Familiar songs/xmas songs . Dance . Card making-celebrations Construction . Use line, texture, shape, colour . Xmas craft Autumn trees/leaves.
3. Who can I ask for help and what kind of transport do they use? (Texts: The Jolly Postman / We all go travelling / The Little Red Hen)	<ul style="list-style-type: none"> . Develop concentration . Listen/respond to stories and instructions . Discuss vehicles/shops . News/show and tell . Role play language-shop 	<ul style="list-style-type: none"> . Small apparatus /circuits-games-partners . Gym-apparatus . Fine/gross motor skills . Construct vehicles 	<ul style="list-style-type: none"> . Discuss feelings . My friends . Role play – Shop, garage outdoor. . Awareness of boundaries within class Sensitivity towards peers. 	<ul style="list-style-type: none"> . Letter/sounds-phonic work . Story-listening/recall . Reading behaviour . H.F. words . Form letter/words from speech Write simple sentences 	<ul style="list-style-type: none"> . Estimation . Count to 20/back . More/fewer than-one more. . Addition/double to 10 . subtraction to 10 . Money-shop . Positional language and 2/3D shape full/empty 	<ul style="list-style-type: none"> . Seasonal change-describe observations . Pictograms programs-ICT . Toy cars-push/pull/remote control. . Trip on tram/bus . Bake biscuits Visit from a person working in the community. Who are the people who help us? 	<ul style="list-style-type: none"> . Use stories in role play . 3D structures . Collage . printing . Songs inc-wheels on the bus etc . Dance . Paintings of vehicles Draw/paint people who help us
4 Who are the famous characters in my book? (Texts: The Gruffalo / Where the wild things are / Rumble in the Jungle)	<ul style="list-style-type: none"> . Listen/respond to 2 part instruction. . Listen, join in, respond to story/rhymes. . News/show and tell. . Role play language. 	<ul style="list-style-type: none"> . Gym . Games . Fine motor skills . Keeping healthy . Use equipment safely . construction, use malleable materials. 	<ul style="list-style-type: none"> . Being a super hero. Character feelings . Positive behaviour towards peers . Sharing/turn taking working as a group/pairs. 	<ul style="list-style-type: none"> . Recall/retell stories/rhymes-describe characters/main events. . Letter/sounds-phonic work . Read /write words/simple sentences 	<ul style="list-style-type: none"> . Count & recognise to 20 & beyond . Find one more/one less . Practical addition, subtraction Order/sequence events Sharing/doubling 	<ul style="list-style-type: none"> Growing seeds -life cycles . ICT-use programs/print out. Select technology for a purpose 	<ul style="list-style-type: none"> Character art/craft . Dance . Explore instrumental sounds . Collage flowers . Easter craft
5 Are all minibeasts scary? (Texts: The bad tempered ladybird / Incy Wincey Spider / Superworm / The very hungry caterpillar)	<ul style="list-style-type: none"> . Listen/respond to stories-key events with comments actions . Describe story characters . Role play-garden centre . News/show and tell 	<ul style="list-style-type: none"> . Gym ,games . Understand good health and exercise . Negotiate space safely and with control . Fine motor control . Dress/undress, manage hygiene and needs independently 	<ul style="list-style-type: none"> . I can-talk about their abilities . Make choices – collect resources . Show and talk about activity preferences . Show awareness for others feelings . Care for animals/minibeasts and their environment 	<ul style="list-style-type: none"> Letters/sounds - phonic work . H.F. words . Write short sentences in context . Write name ,captions, labels . Read words, simple sentences . Describe story settings, events and characters 	<ul style="list-style-type: none"> . Count/order to 20 . Say 1 more/1 less from given number. . Add, subtract single digit numbers . Sort number of legs . Compare size, weight, capacity . Recognise, make, describe patterns . Time – sequence events 	<ul style="list-style-type: none"> . life cycles-butterfly etc . Animals and their young . ICT-paint a picture Walk around .grounds/local environment Minibeast hunts 	<ul style="list-style-type: none"> . Dance-animal movements Snail art-Henry Matisse Drawings/paintings Collage of minibeasts -homes . Explore ideas and use creativity through various media . Use story/narrative in play . Animal songs
6 Should Goldilocks say sorry? (Texts: Goldilocks and the 3 bears / Martha doesn't say sorry / The Enormous Crocodile)	<ul style="list-style-type: none"> Listen/respond to stories-recall key events . Understand key story elements . Answer how/why questions in stories . Make up own stories . Role play-Bears' house. 	<ul style="list-style-type: none"> . Gym, games . Negotiate space with control Handle tools effectively . Manage own needs . Know about importance of a healthy diet/exercise 	<ul style="list-style-type: none"> . Know and talk about behaviour-moral issues from the stories-stranger danger etc . Playing/working in a group-cooperation . Talk about favourite activities and try new ones . Adjust behaviour to new situations . Show empathy for story characters 	<ul style="list-style-type: none"> Letters/sounds -phonic work . Reading-group/individual . Write sentences using phonic knowledge and common words. . Sequence, and order stories 	<ul style="list-style-type: none"> . Solve problems-doubling ,halving, sharing . Add/subtract . 1 more from 1-20 . 1 less from 1-20 . Say a number more/less /greater/smaller than . order no. to 20 time-0' clock/sand timers-1/2/3 minute 	<ul style="list-style-type: none"> . Summer-seasonal change . Stories about our own lives. . ICT-programs, using technology for a purpose . Look at features of our environment 	<ul style="list-style-type: none"> . Story based illustrations . Paint/collage aspects from stories . Role play-act out stories use props . Use colour, line texture, modelling to create features . Songs, music and dance