



## Long Term Planning Early Years- Reception 2018-2019

		Autumn		Spring		Summer	
		Me, My Family, My World	Seasonal Changes	Once Upon A Time	New Life	Minibeasts	Pirates and Under the Sea
		<b>Prime Areas</b>					
<b>Personal, Social and Emotional Development</b>	<b>Making Relationships</b>	Developing relationships with children and adults in Reception.  Taking turns and sharing.		Developing firm friendship bonds with children in the class.  Resolving conflict.		Developing firm friendship bonds with children in the class.  Showing compassion and sensitivity.	
	<b>Self - Confidence and Self-Awareness</b>	Developing confidence in new social situations.  Choosing resources independently.  Seek help when needed.  Talks about abilities in positive terms		Developing confidence in new social situations.  Seek help when needed.  Sharing their own ideas.		Developing confidence in new social situations.  Choosing resources independently.  Seek help when needed.	
	<b>Managing Feelings and Behaviour</b>	Understanding rules and routines in Reception and school.  Feelings and emotions.  Fairness  Unicef- Rights of the Child		Following the rules and routines in Reception and school.  Adapt to changes in routine and new social situations.  Feelings and emotions.		Following the rules and routines in Reception and school.  Adapt to changes in routine and new social situations.  Feelings and emotions.	

			Unicef- Rights of the Child	Unicef- Rights of the Child
<b>Communication, Language and Literacy</b>	<b>Listening and Attention</b>	<p>Sit quietly and listen during carpet time and focussed teaching.</p> <p>Listening to and talking about sounds in our environment.</p> <p>Listen and join in with a range of stories, books and rhymes.</p> <p>Listen to others and respond appropriately.</p>	<p>Listen to stories, books and rhymes and respond appropriately based on what they have heard.</p> <p>Asks questions about stories they have heard.</p> <p>Listen to others and respond appropriately.</p>	<p>Listen to stories, books and rhymes and respond appropriately based on what they have heard.</p> <p>Asks questions about stories they have heard.</p> <p>Listen to others and respond appropriately.</p>
	<b>Understanding</b>	<p>Respond to two part sequence instructions.</p> <p>Nonsense rhymes.</p> <p>Identify patterns and predict what might happen.</p>	<p>Follows a story without pictures or prompts-fictional animal stories.</p> <p>Nonsense rhymes.</p> <p>Draw conclusions and explain effect.</p>	<p>Nonsense rhymes.</p> <p>Follow instructions with several parts or ideas-e.g. to locate items within the school environment.</p>
	<b>Speaking</b>	<p>Introduction of new and topic related vocabulary.</p> <p>Speaking in full and coherent sentences.</p> <p>Manners and social conventions of conversation.</p> <p>Talk for Writing: We're Going on A Bear Hunt The Three Little Pigs</p>	<p>Introduction of new and topic related vocabulary.</p> <p>Use of tenses</p> <p>Sticking to a main theme or intention</p> <p>Talk for Writing: The Three Billy Goat's Gruff NF text- How to Catch a Star</p>	<p>Introduction of new and topic related vocabulary.</p> <p>Use of tenses</p> <p>Expressing themselves appropriately</p> <p>Talk for Writing: Little Red Riding Hood The Little Red Hen</p>
<b>Physical Development</b>	<b>Movement and Handling</b>	<p>Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games.</p> <p>Development of fine motor skills: pencil control, cutting skills.</p> <p>Handle tools and equipment safely.</p>	<p>Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games.</p> <p>Development of fine motor skills: pencil control, cutting skills.</p> <p>Handle tools and equipment safely.</p>	<p>Development of gross motor skills through a range of activities in PE sessions; gymnastics, dance, movement, ball skills, PE games.</p> <p>Development of fine motor skills: pencil control, cutting skills.</p> <p>Handle tools and equipment safely.</p>

	<b>Health and Self-Care</b>	<p>Understands the importance of a healthy diet, sleep hygiene and exercise.</p> <p>Manages hygiene independently.</p> <p>Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing.</p> <p>Understands the importance of safety.</p>	<p>Manages hygiene independently.</p> <p>Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing.</p> <p>Understands how to use and transport equipment safely.</p>	<p>Manages hygiene independently.</p> <p>Dresses and undresses independently, including changing for PE and putting on/taking off outdoor clothing.</p> <p>Understands how to use and transport equipment safely.</p>
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### Specific Areas

<b>Literacy</b>	<b>Reading</b>	<p>Selection of texts linked to topic: Peace at Last; Titch; Owl Babies; Funny bones; The Large Family; Monkey Puzzle; NF texts linked to families, bodies and senses.</p> <p>Action Words</p> <p>Introduction to Bug Club</p>	<p>Selection of texts linked to topic: Supertato; SuperTato; Veggies Assemble; Oliver's Vegetables; Percy the Park Keeper; The Gruffalo; Stick Man.</p> <p>NF Texts linked to autumn and seasonal change.</p> <p>Action Words</p> <p>Bug Club</p>	<p>Selection of texts linked to topic: The Three Little Pigs; Goldilocks and the Three Bears; The Gingerbread Man; Little Red Riding Hood; Jack and the Beanstalk; The Three Billy Goats Gruff; The Jolly Postman.</p> <p>Action Words</p> <p>Bug Club</p>	<p>Selection of texts linked to topic: The Very Hungry Caterpillar; A Seed in Need; Jasper's Beanstalk; The Tiny Seed; The Teeny Weeny Tadpole; NF Texts linked to new life.</p> <p>Action Words</p> <p>Bug Club</p>	<p>Selection of texts linked to topic: Superworm; The Very Busy Spider; What the Ladybird Heard; Norman The Slug with a Silly Shell; The Bad Tempered Ladybird; Mad About Minibeats; NF texts linked to minibeasts.</p> <p>Action Words</p> <p>Bug Club</p>	<p>Selection of texts linked to topic: The Night Pirates; Pirate Pete; The Singing Mermaid; The Rainbow Fish; Tiddler; The Snail and the Whale</p> <p>NF texts linked to Oceans and creatures that live under the sea.</p> <p>Action Words</p> <p>Bug Club</p>
	<b>Writing</b>	<p>Mark Making</p> <p>Writes own name and the names of other important people.</p> <p>Attempting to record dominant sounds in words.</p>	<p>Mark Making &amp; ascribing meaning to marks.</p> <p>Name Writing</p> <p>Recording dominant sounds and writing simple sentences.</p>	<p>Uses phonic knowledge to write labels, captions and simple sentences.</p> <p>Name Writing</p> <p>Letter formation</p>	<p>Uses phonic knowledge to write simple sentences.</p> <p>Handwriting and position on the line</p>	<p>Uses phonic knowledge to write sentences for a range of purposes.</p> <p>Handwriting and position on the line</p>	<p>Uses phonic knowledge to write sentences for a range of purposes.</p> <p>Handwriting and position on the line</p>

	<b>Phonics</b>	Read, Write Inc. Phonics Programme					
<b>Mathematics</b>	<b>Number</b>	Number Recognition Counting in sequence Counting groups of objects Ordering Numbers	Number Recognition Counting in sequence Counting groups of objects One More/One Less Addition and Subtraction	Number Recognition Counting Ordering Numbers Addition and Subtraction Problem Solving- Sharing	Number Recognition Counting Ordering Numbers Number Bonds Problem Solving- doubling and halving	Number Recognition Counting Number sequences Addition and Subtraction Combining groups	Number Recognition Counting Number sequences Number Bonds Solving Problems- application of mathematical skills
	<b>Shape, Space and Measures</b>	2D Shape Comparing Length & Height Sequencing familiar events	3D shape Position and Direction Money	2D Shape Pattern and Symmetry Measuring length and height	3D shape Weight and Capacity Time	2D and 3D shape Length & Height Money	2D and 3D shape Pattern Time
<b>Understanding the World</b>	<b>People and Communities</b>	Similarities and Differences- Appearance Past and Present events in children's own lives.- Show and Tell Celebrations and Family customs: Birthdays	Similarities and Differences- strengths and weaknesses Helping others Past and Present events in children's own lives.- Show and Tell Celebrations and Family customs: Birthdays, Bonfire Night, Diwali, Christmas	Past and Present events in children's own lives.- Show and Tell People in the local community Celebrations: Birthdays, New Year, Chinese New Year. Shrove Tuesday, Ash Wednesday, Mother's Day,	Past and Present events in children's own lives.- Show and Tell Celebrations: Birthdays, Easter, St. George's Day	Past and Present events in children's own lives.- Show and Tell Celebrations: Birthdays	Past and Present events in children's own lives.- Show and Tell Celebrations: Birthdays, Father's Day
	<b>The World</b>	Our World Similarities and differences in their	Look at the patterns of change in weather, temperature and animals.	Seasonal Changes- Winter and Spring	Plant Growth Animals and their young.	Minibeast classification. Habitats	Our World Floating and Sinking Materials and their properties

		environment, lives, people and objects. Materials and their properties  Seasonal Changes- Autumn	Light/Dark  Seasonal Changes- Autumn/Winter	Features of environments in story settings	Observing and talking about animals and plants.  Seasonal Changes- Spring/Summer	Similarities and differences.  Classifying minibeasts.	
	<b>Technology</b>	Everyday uses of technology at school and at home.  Using simple programs and software on computers and iPads.  E-safety- DigiDuck's Big Decision	Computerised Drawings  E-safety- Smartie the Penguin	Logging on/off  Recording Media: Sound, video, still images  Programming and Control: Beebots; programmable toys; iPad apps e.g. Daisy the Dinosaur.  E-safety- Smartie the Penguin	Computerised Drawings  E-safety- Smartie the Penguin	Logging on/off  E-safety- Safer Internet Day	Logging on/off  Using age-appropriate software- GoogleEarth  Creating simple animations using appropriate software.  E-safety- Digital Explorers/Smartie the Penguin
<b>Expressive Arts and Design</b>	<b>Exploring Media and Materials</b>	<b>Art</b> * Colour Mixing * Creating representations of self and others. * Choosing and using colours appropriately  <b>Design and Technology</b> * Using simple tools effectively. * Exploring construction materials.  <b>Music &amp; Dance</b>	<b>Art</b> * Combining Materials * Creating textures * Adapting work where necessary  <b>Design and Technology</b> * Using simple tools effectively. * Exploring construction materials.  <b>Music &amp; Dance</b> * Exploring a range of movements to music.	<b>Art</b> * Creating different textures * Exploring pattern and colour * Combining media to create different effects.  <b>Design and Technology</b> * Using simple tools effectively. * Joining materials using a range of equipment.  <b>Music &amp; Dance</b>	<b>Art</b> * Creating different textures * Exploring pattern and colour * Combining media to create different effects.  <b>Design and Technology</b> * Using simple tools effectively. * Joining materials using a range of equipment.  <b>Music &amp; Dance</b>	<b>Art</b> * Combining media to create different effects. * Adapting work where necessary  <b>Design and Technology</b> * Constructing with a purpose. * Adapting and problem solving during construction activity.  <b>Music &amp; Dance</b> * Creates simple repeated rhythms using instruments.	<b>Art</b> * Combining media to create different effects. * Adapting work where necessary * Exploring colour, pattern and texture.  <b>Design and Technology</b> * Constructing with a purpose in mind.  * Adapting and problem solving during construction activity.

		<p>* Singing a range of songs and performing actions.</p> <p>* Explore the sounds of different instruments and exploring body movements.</p>		<p>* Creates simple repeated rhythms using instruments.</p> <p>* Adapting body movements to music tempo.</p>	<p>* Creates simple repeated rhythms using instruments.</p> <p>* Adapting body movements to music tempo.</p>	<p>* Simple repeated sequences.</p>	<p><b>Music &amp; Dance</b></p> <p>* Creates simple repeated rhythms using instruments.</p> <p>* Simple repeated sequences.</p>
	<p><b>Being Imaginative</b></p>	<p>Imaginative Play</p> <p>* Role Play- House, Bakery , Hospital</p> <p>Small World</p>	<p>Imaginative Play</p> <p>* Role Play- Santa's Grotto, Santa's Workshop</p> <p>Small World</p>	<p>Imaginative Play</p> <p>* Role Play- Castle, Fantasy, House</p> <p>Small World</p>	<p>Imaginative Play</p> <p>*Role Play - Farm, Farm Shop, Hospital, Baby Clinics, Vets</p> <p>Small World</p>	<p>Imaginative Play</p> <p>*Role Play -Minibeast cafe</p> <p>Small World</p>	<p>Imaginative Play</p> <p>* Role Play- Pirate Ship and Treasure Island, Underwater world</p> <p>Small World</p>
<p><b>RE</b></p>		<p><b>Me, Others and The World Around Me</b></p> <ul style="list-style-type: none"> <li>• I am Special</li> <li>• Harvest</li> <li>• Special People (Values)</li> <li>• Christmas</li> </ul>	<p><b>Jesus</b></p> <ul style="list-style-type: none"> <li>• Stories Jesus Heard</li> <li>• Stories Jesus Told</li> <li>• Easter</li> </ul>		<p><b>Special Places, Things and Objects</b></p> <ul style="list-style-type: none"> <li>• Friendship</li> <li>• Special Places</li> <li>• Prayer</li> <li>• Special Times</li> </ul>		