



**Limitless Potential**

**Ignite Passion**

**Embrace Difference**

**LONG TERM PLAN – 2020/21**

**Reception**

**Class 1: Miss. Rutter/ Class 2: Mrs Coxon**

Autumn- Sustained Shared thinking	Spring- Julia Donaldson and Fairytales	Summer- Child led topic
<p><b><u>Prime Areas:</u></b></p> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Settling in and establishing rules and routines</li> <li>• Book vote- PSHE stories and pre-reading skills.</li> <li>• Feeling secure/safe- introducing Colour Monster story to focus on different emotions and feelings.</li> <li>• Circle times to encourage turn taking and Sharing.</li> <li>• Respecting others and the environment around us.</li> <li>• Specific focus on being proud of ourselves and those around us.</li> </ul>	<p><b><u>Prime Areas:</u></b></p> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• How do the characters feel in the story?, Is that action right or wrong?, How could you help?</li> <li>• What makes you a good friend- link to the story?</li> <li>• Circle time and Social groups for specific children.</li> <li>• Continuation of Role Play area and Problem solving activities to promote teamwork</li> </ul>	<p><b><u>Prime Areas:</u></b></p> <p><b>Personal, Social and Emotional Development:</b></p> <ul style="list-style-type: none"> <li>• Circle time and Social groups continued for specific children.</li> <li>• Read/ look at partners work- what do you like about it. What are you proud of about your work?</li> <li>• Whole class circle time to focus on specific issues that may have arisen.</li> <li>• Talking about likes and dislikes</li> </ul>

<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• Role Play area- Home Corner/Building area.</li> <li>• Rhyme times/learning rhymes.</li> <li>• Sharing SST interests with class/ small group</li> <li>• Pre –reading skills – sequencing, predicting.</li> <li>• Re-telling favourite stories with puppets/small world figures.</li> <li>• Listening skills as part of a group.</li> <li>• Continuation of Over and Over scheme in small groups.</li> </ul> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning time to develop gross and fine motor skills as well as in response to interests.</li> <li>• Circle games-Indoor &amp; out.</li> <li>• Focus on pre-literacy skills to strengthen hands such as dough disco.</li> <li>• Forest School opportunities on a weekly basis.</li> <li>• Weekly P.E.</li> <li>• Go noodle and cosmic kids yoga opportunities.</li> </ul>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• iPads to record and retell their own stories and familiar stories to develop and demonstrate their own knowledge.</li> <li>• Circle time- What if questions to develop curiosity and language.</li> <li>• Hot seating- to develop questioning and reasoning skills.</li> <li>• Partner work/ Partner talking to develop discussions .</li> <li>• Talk4Writing</li> </ul> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning time to develop gross and fine motor skills as well as in response to interests.</li> <li>• Circle games-Indoor &amp; out.</li> <li>• Specific children to continue pre-literacy skills to strengthen hands such as dough disco.</li> <li>• Forest School opportunities on a weekly basis.</li> </ul>	<p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>• iPads to record and retell their own stories and familiar stories to develop and demonstrate their own knowledge.</li> <li>• Circle time- What if questions to develop curiosity and language.</li> <li>• Sharing and reading aloud work to the class.</li> </ul> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning time to develop gross and fine motor skills as well as in response to interests.</li> <li>• Circle games-Indoor &amp; out.</li> <li>• Focus on pre-literacy skills to strengthen hands such as dough disco.</li> <li>• Forest School opportunities on a weekly basis.</li> </ul>
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<p style="text-align: center;"><b><u>Specific Areas:</u></b></p> <p><b>Literacy:</b> SST approach to spark curiosity and own interests. Children encouraged to mark make/write about their chosen interest with support from adult on a one to one basis to focus on child specific outcomes for the first half term.</p> <p>Writing:</p> <ul style="list-style-type: none"> <li>• initial sounds, CVC words (Autumn 1)</li> <li>• CVC words, captions and simple sentence writing (Autumn 2)</li> <li>• Finger spaces for those that are ready</li> <li>• Name writing</li> <li>• Helicopter stories- story language</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Weekly guided/independent reading</li> <li>• Encourage reading area for independent free choice</li> <li>• A range of fact and fiction stories to be used during SST approach to develop knowledge further.</li> </ul>	<p style="text-align: center;"><b><u>Specific Areas:</u></b></p> <p><b>Literacy:</b></p> <p>Julia Donaldson: Sentence Building/Writing</p> <ul style="list-style-type: none"> <li>• Repeated phrases in stories</li> <li>• Rhyming/ Alliteration</li> <li>• Simple sentence writing focusing on finger-spaces, full stops and capital letters.</li> <li>• introduce describing words</li> <li>• Story structure- focus</li> </ul> <p>Fairytales: Story Writing</p> <ul style="list-style-type: none"> <li>• Repeated phrases in stories</li> <li>• story writing focusing on finger-spaces, full stops and capital letters.</li> <li>• Introduce more interesting words to apply in writing.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Weekly guided/independent reading</li> <li>• Encourage reading area for independent free choice</li> <li>• Particular focus on reading back own work</li> </ul>	<p style="text-align: center;"><b><u>Specific Areas:</u></b></p> <p><b>Literacy:</b></p> <p>Child led topic</p> <ul style="list-style-type: none"> <li>• Extended writing using finger spaces, capital letters, full stops and adjectives.</li> <li>• Story writing, Post-card, Question writing etc to develop a range of writing.</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Reading back own work</li> <li>• Comprehension questions</li> <li>• Guided/ independent reading fortnightly</li> <li>• Range of texts available in the reading area</li> </ul>
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<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Subitising to develop number sense and number recognition- numicon matching.</li> <li>• Developing number sense through 'number of the week' up to 10 then mastery to 10.</li> <li>• Making 5/10 in a range of ways- simple addition</li> <li>• Ordering numbers to 10</li> <li>• One more than/One less than</li> <li>• Number songs for counting forwards and backwards</li> <li>• 2D shapes</li> </ul>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Number of the week to 15</li> <li>• Recognition to 10-15</li> <li>• Addition/ Subtraction to 10/15.</li> <li>• Ordering numbers.</li> <li>• Comparing sizes- Three Bears link</li> <li>• Measuring height- Jack and Beanstalk</li> <li>• Finding pairs- odd and even numbers.</li> <li>• Naming and describing 3d shapes.</li> <li>• Doubling introduction</li> <li>• Counting in 2s/5s/10s- exceeding</li> <li>• Recognising naming coins</li> <li>• Repeated Patterns</li> </ul>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>• Number of week to 20</li> <li>• Number Recognition to 15-20</li> <li>• Addition/ Subtraction consolidation to 10/20.</li> <li>• Ordering numbers to 20.</li> <li>• Recapping naming coins</li> <li>• Doubling recap- butterflies</li> <li>• Measuring minibeasts</li> <li>• Halving/sharing</li> </ul>
<p><b>Wow Moments</b></p> <ul style="list-style-type: none"> <li>• European day of Languages 26.09.20</li> <li>• Halloween- Autumn 1 (during half term)</li> <li>• Bonfire Night- Autumn 2</li> <li>• Remembrance day- Autumn 2</li> </ul>	<p><b>Wow Moments</b></p> <ul style="list-style-type: none"> <li>• Mother's Day Spring 2</li> <li>• ( Forest school Mother's day TBC)</li> <li>• Chinese New Year 12.2.21</li> <li>• World Book day 4/3/21</li> </ul>	<p><b>Wow Moments</b></p> <ul style="list-style-type: none"> <li>• Father's Day Summer 2</li> <li>• ( Forest school father's day TBC)</li> <li>• End of Year reports</li> </ul>