

Sheriff Hutton Primary School - Reception Long Term Plan 2018-2019

	Autumn 1 4Sept - 22Oct 8 Weeks	Autumn 2 5Nov - 21Dec 7 Weeks	Spring 1 8Jan - 22Feb 7 Weeks	Spring 2 4Mar - 12Apr 6 Weeks	Summer 1 30Apr - 24May 4 Weeks	Summer 2 3Jun - 19Jul 7 Weeks
Possible themes/ visits/ activities	Marvellous Me/Child initiated Harvest Festival	Celebrations Nativity Play	Where We Live.	Long long ago.	Growing	Commotion at the Ocean
Possible Role Play Area	House Shop - fruit / bakers	Post Office Santa's workshop	Train station Travel agents	Dinosaur Dig Dinosaur den	Castle/Cottage Greengrocers Garden Centre	Pirate ship Pirate shop Rock pool den
Possible trips/activities	Tescos - Farm to Fork Windmill - Little Red Hen?	Nativity	Railway museum		Tescos Farm to Fork? The Farm Skip to be Fit	Seaside The Deep The Beach Wildlife Park
3 Prime Areas of Learning & Development	Personal, Social and Emotional Development	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> <li>•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 adults and other children.</li> <li>•Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> <li>•Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>				
		<p>SEAL: New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends. <b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people. To have acceptance for one another. Pete the Cat - getting to know each other Mr Happy's rules for a happy classroom.</p>	<p>SEAL: Getting on and falling out How to deal with anger e.g. when someone has taken a toy Bonfire night safety. <b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people. To have acceptance for one another.</p>	<p>SEAL: Going for Goals Board Games - taking turns - snakes and ladders/ supermarket game/ fishing for numbers - can they invent their own board game with rules. <b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To contribute positively to the lives of others and of living things.</p>	<p>SEAL: Good to be me Feelings - looking at facial expression. <b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To learn to tolerate and harmonise between different traditions. To respect one another's boundaries. To learn to understand and abide by rules and the law.</p>	<p>SEAL: Relationships. <b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To learn to understand and abide by rules and the law.</p>

	<p>Communication Celebration - our special things bag Swedish children visiting Introduction of voting for end of school book (democracy)</p>					
Physical Development	<p><u>Early Learning Goals</u>  <ul style="list-style-type: none"> <li>•Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</li> <li>•Children know the importance for good health of physical 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.</li> </ul> </p>					
	<p>Managing own personal hygiene, toileting and hand washing. Buttons zips and shoes. Pencil control: following patterns. Simple cutting patterns. Continuous Outdoor Provision Dough disco (fine motor) Hand washing</p>	<p>Pencil control: simple patterns and letter formations (with focus on phonics phase ) air writing/magic pencil. Continuous Outdoor Provision</p>	<p>Pencil control: Letter formations (focus on letter formation and phonemes from Phase 2. Continuous Outdoor Provision</p>	<p>Pencil control: Letter formations and phonemes from Phase 3 Continuous Outdoor Provision</p>	<p>Healthy eating. Pencil control: Letter formation and phonemes from Phase 4. Continuous Outdoor Provision</p>	<p>Healthy eating. Sports day. Safety in the sun Pencil control: Letter formation and phonemes from Phase 4. Continuous Outdoor Provision</p>
Communication and Language	<p><u>Early Learning Goals</u>  <ul style="list-style-type: none"> <li>•Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> <li>•Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>•Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p>Throughout the year children will:  Learn to speak with confidence during circle/carpet times/Communication Celebration.  Learn to listen and respond appropriately with relevant comments, questions or actions.  Use appropriate story language to re-enact/re-tell simple and familiar stories.  Learn new vocabulary relating to topics.</p> </p>					

4 specific areas of learning and development

Literacy	<p><u>Reading need to do</u></p> <ul style="list-style-type: none"> <li>•Read some common irregular words.</li> <li>•Identify rhymes and alliteration.</li> <li>•Join in with rhyming patterns.</li> <li>•Read &amp; understand simple sentences.</li> <li>•Demonstrate understanding when talking with others about what they have read.</li> <li>•Make basic predictions.</li> <li>•Identify start &amp; end of a sentence</li> </ul> <p><u>Writing need to do</u></p> <ul style="list-style-type: none"> <li>•Write simple sentences which can be read by themselves &amp; others.</li> <li>•Write name (correct upper &amp; lower case).</li> <li>•Be introduced to capital letters and full stops to demarcate sentences.</li> </ul> <p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> <li>•Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</li> <li>•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 others. Some words are spelt correctly and others are phonetically plausible.</li> </ul>						
	Recognising own name Copying own name Rhyming words and stories - learning to continue a rhyming string Telling stories through pictures Introduce scheme books - workless / worded depending on ability. Simple introduction to story mapping	Write own name. Difference between fiction and non-fiction Sequencing pictures from familiar stories Christmas cards, letters to Santa, lists. Scheme reading books Story mapping	Write simple words / sentences depending on ability. Card writing - Valentine's day Non-fiction: look at a contents/ index page.	Write a simple caption or sentence. Use non-fiction books to find answers to our questions Make a class non-fiction book. Writing labels.	Reordering fairy stories Talk4Write Story mapping, and story writing	Talk4Write Story mapping, and story writing	
	Possible Books	Oliver's Veg / Fruit Salad All About Me Little Red Hen	Jolly Christmas Postman Harvey Slumfenberger	The Train Journey Big Book of Trains	Dinosaur Stomp Dinosaurs and All that Rubbish Harry & his Bucketful of Dinosaurs	The Hungry Caterpillar Jack and the Beanstalk	The Sand Horse The Beach Rainbow Fish
	Phonics	Recap of Ph1 Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 4
Mathematics	<p><u>Maths need to do</u></p> <ul style="list-style-type: none"> <li>•Count reliably to 20.</li> <li>•Order numbers 1 -20.</li> <li>•Say 1 more/1 less to 20.</li> <li>•Add &amp; subtract two single digit numbers.</li> </ul> <p><u>Early Learning Goals</u></p>						

	<ul style="list-style-type: none"> <li>•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.</li> <li>•Children use everyday language to talk about size, weight, capacity, position, distance, time and money to 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</li> </ul>					
Number	Baselining Counting with 1-1 correspondence to 10 Counting by rote to 10 Numicon	Counting and ordering, ordinal numbers Counting on and back Addition (concrete) subtraction	Counting and adding Counting and comparing	Counting and adding Counting and comparing	Counting Addition subtraction Counting & sequences	Counting & place value Addition & subtraction
Shape, space & measure	Baselining Simple patterns 2d shape naming and introduction to properties	Weight Capacity 2d / 3d shape Money Data Patterns & symmetry	Weight 3d shape and data Money Time	Weight 3d shape and data Money time	2d shape and data	Capacity 3d shape & direction Money time
Understanding of the World	<u>Early Learning Goals</u> <ul style="list-style-type: none"> <li>•Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>•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.</li> <li>•Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>					
	ICT -Introduction to computers - logging on and using simple games on Cbeebies. When I was a baby, memories . Routes round school. Swedish friends Visit to windmill Making dough from windmill flour	ICT - firework pictures Learning about Diwali - festival of lights. Christmas customs/family. Internet Safety - Hector's World	Weather  Materials  Seasons	ICT - using the keyboard, space bar Learning about different dinosaurs fossils	ICT- using Beebots. Eggs/chicks/frogs. Growth, parts of a plant. Finding out about how we have grown and changed. Growth - finds out about past events in their life Gardening. Cooking-bread/gingerbread men Caterpillars and butterflies.	Seaside-photos. What holidays were like in the past. Where we live/locality. Gardening. Cooking. Simple mapping skills-locating places on maps.
Expressive Arts and Design	<u>Early Learning Goals</u> <ul style="list-style-type: none"> <li>•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.</li> <li>•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.</li> </ul>					

		Self Portraits Fabric faces project. Painting/modelling. Own collages. Paper plate faces. Harvest Festival song / dance Making playdough Dough disco	Firework pictures. Leaf art/Autumn and Christmas crafts. Music - learn firework songs and poems and Christmas songs and rhymes. Christmas play.	Junk Model trains Salt dough transport LS Lowery	Mother's day cards. Model dinosaurs Dinosaur footprints in salt dough	Giuseppe Arcimboldo Cooking - Food for Life	Sand Horse - sand painting Sea colour weaving Rainbow fish CD Texture painting
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Themes will be developed to suit the interests of the children in Bulmer Class in 2018-19 where possible. The same objectives can be taught through a variety of topics. All themes are suggestions and may change depending upon the children and their own interests and knowledge.