



Reception Long Term Plan 2018/19

Teacher: Miss Riggs

	Autumn 1 7 weeks	Autumn 2 7 ½ weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Possible Themes/Trips/Activities	<p>Who can help me?</p> <p>Superhero's</p> <p>Embedding the CofEL</p> <p>Visit to Church</p> <p>Harvest Festival</p>	<p>What festivals are important to me?</p> <p>Festivals/ Celebrations – Birthdays</p> <p>Bonfire Night</p> <p>Diwali Dancing</p> <p>Holi festival</p> <p>Christmas</p>	<p>Who lives behind this door?</p> <p>Traditional Tales</p> <p>Lent</p>	<p>Who lives in my imagination?</p> <p>Fantastic Fantasy worlds:</p> <p>World Book Day 1st March</p> <p>Science week: 9th March</p> <p>Easter</p>	<p>Who lives in my garden?</p> <p>Mini-beasts</p> <p>Butterflies</p> <p>Chicks</p> <p>Ascension</p>	<p>Where will I travel to?</p> <p>Transport/Journeys</p> <p>Space</p>
Core Story	<p>Sue Hendra</p> <p>Supertato</p>	<p>Rama and Sita</p> <p>Cake</p> <p>The Holi Festival story</p> <p>The First Nativity</p>	<p>The Gingerbread Man.</p> <p>Goldilocks and the Three Bears</p>	<p>No Bot - The Robot with no bottom.</p> <p>Barry the Fish with Fingers</p>	<p>The Very Hungry Caterpillar</p> <p>Norman the Slug with the Silly Shell</p>	<p>Whatever Next!</p> <p>Aliens Love Underpants</p> <p>Gordons Great Escape!</p>



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Trips and Visitors			Diwali Dancing	Den Man	Rainbow Factory	Mini- Beast investigation lab.	
Role –Play	Indoor Outdoor	Superhero cave Movement Play –	Post Office – Nativity scene Nativity scene	3 bears cottage and forest Forest den building, camping in the woods.	Shoe Shop, the Elves and the Shoe maker.	Investigation lab Investigation station: Minibeasts hunts.	Space Station Space Ship
R.E		God’s World	God’s Family	Getting to know Jesus	Sorrow and Joy	New Life	Church
3 prime areas of learning	PSED	New beginnings, classroom rules and routines. Support children in developing relationships. Making links with year 5 buddies. Introduce children to the	Getting on and falling out. Managing feelings. Making relationships.	Turn taking, board games Snakes and ladders outside – large scale. Managing feelings and behaviour.	Self-confidence and self-awareness. – collective worships, change in routine. Understanding each other’s point of view –	Playing group games with rules Talk about why they like certain things and not others – mini-beasts.	Dealing with changes of routine. Ready for Transition



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		Characteristics of Effective Learning Talking about what they like or dislike.		Everyone observation on turn taking.	working collaboratively to make enchanted forest.		
	Communication & Language	Throughout the year children will learn to speak with confidence during circle/carpet times Learn to listen and respond appropriately, with relevant comments, questions or actions Use appropriate story language Learn new vocabulary relating to topics.					
		Routine, responsibility, monitor, timetable, respect, rules, community, God, rhyme, alliteration. Learning. Explorer, motivator, thinker. More, fewer	Part, whole, more, less, backwards, forwards, counting up, counting down.	Turns, next, after that, then, finally, at the end. On, top under, over, through, next to, behind.	Fantasy, enchanted, magical, potions, spells,		
	Physical Development	Movement play – to develop core strength for writing, co-ordination and focus. Taking responsibility for own hygiene and looking after belongings.	Pencil control, fine motor development, number and letter formation, focus on each letter family and satpin. correct formation of name.	Pencil control and correct letter and number formation.	Pencil control and correct letter and number formation.	Pencil control and correct letter and number formation.	Pencil control and correct letter and number formation.



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			<p>Legs and walking for transport – keeping healthy.</p> <p>Fastening buttons.</p> <p>Bonfire night/dark nights: safety.</p>				
	P.E	<p>Multi-Skills</p> <p>Getting dressed and underdressed. Moving around the space safely, adjusting speed, changing direction. Listening to instructions</p>	<p>Dance</p> <p>Getting Dressed and Undressed. <i>Multi skills</i> Control over an object pushing, throwing, catching, kicking.</p>	<p>Gymnastics</p> <p>Getting Dressed and Undressed. Travelling with confidence around, under, over and through obstacles. <i>Multi skills</i></p>	<p>Invasion Games</p> <p>Getting Dressed and Undressed. Team games with rules i.e football, relay ball games etc.</p>	<p>Net and Wall</p> <p>Getting Dressed and Undressed. Team games with rules i.e football, relay ball games etc. Large bat and soft ball.</p>	<p>Striking and fielding</p> <p>Getting Dressed and Undressed. Team games with rules i.e football, relay ball games etc. Developing co-ordination.</p>
4 specific areas of learning	Literacy: Reading	Recognising own name. Phase 1 phonics – listening walks	<p>Predictions from picture cues. Reading using phonic</p>	<p>Reading using phonic knowledge Phase 3 – tricky words</p>	<p>Reading using phonic knowledge phase 3/4. – tricky</p>	<p>Reading using phonic knowledge phase 3/4. –</p>	<p>Reading using phonic knowledge phase 4 tricky</p>



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		Phase 2 phonics	knowledge – tricky words. (Pobble) Early Guided reading. <i>We're going on a Train Ride.</i> <i>Zoom</i> T4W	Reading partners: encourage / reading throughout the provision. Understanding the characteristics of a Traditional Tale. T4W Features of a book. <i>The 3 Billy Goats</i> <i>Gingerbread Man</i> <i>Jack and the Beanstalk</i> <i>Goldilocks and the 3 Bears</i> <i>The 3 little pigs.</i>	words. Regular and irregular words. Reading instructions of how to make a potion.	tricky words. Regular and irregular words.	words. Regular and irregular words.
	Literacy : Writing	Throughout the year children will be taught through shared, guided and learning environment writing. This will include: early writing, name writing, lists, letters, cards and writing link to phonic activities. CVC words (as soon as children have the necessary phoneme, grapheme correspondence) and simple sentence writing (January)					
		Mark making in various forms: sand, shaving foam, chalking	Correct formation of names, CVC words phase 2, label writing	Making their own narratives – story boards, sequencing,	Making their own narratives – story boards, sequencing.	Non- fictional writing.	Re-count of a journey they have been on.



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		etc, including pencils for writing.	(vehicles) or caption. Lists, letters, cards.	predictions. Independent sentence descriptions, adjectives, wow words. Tricky words, BIG focus reading own work Phase 3 phonics.	Write instructions for potions. Independent sentence descriptions, adjectives, wow words. Tricky words, BIG focus reading own work. Phase 3/4 phonics.	Facts about mini-beasts and habitats. Instructional writing, Continue focus on reading own work.	Journey maps and logs, recounts- (Inspiration Middleton railway.)
Maths: Number	Number study 0-4 Doubling, halving, adding, subtracting. Partitioning numbers: numicon. Estimate number of children at school today.	Counting rhymes, lots of counting, counting to 4-10, forwards backwards, missing numbers. Introduce children to 10's frame <i>1 is a snail – 10 is a crab.</i> 1:1 correspondence. 5-10 place value.	Number study 11 - 16 Doubling, halving, adding, subtracting.	Number study 16 -20 Doubling, halving, adding, subtracting.	Addition and Subtraction – scenarios.	Revision of all skills learnt.	



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	Maths: SSM	Patterns: creating patterns, natural resources. Estimate number of children at school today.	Weighing, Money (simple recognition and language) 2D and 3D shapes. Floating and Sinking.	Positional language. Time: what time is it Mr Wolf? Size ordering. Measuring	Capacity – potion making. Estimation, more, fewer.	Making own Patterns, repeating patterns. minibeasts etc.	Estimation, capacity, weighing, Problem solving. Money
Partnership With Parents		MacMillian Coffee morning. Parents Evening	Phonics Evening	Parents Evening	Collective Worships	Stay and Play – teddies bear picnic	Collective Worship
Reception Author: Sue Hendra							