



St Michael with St Thomas CE Primary School

Reception Long Term Plan 2020–2021

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	Being Me in my World	People Who Help Us	Outer Space	Healthy Me	Growing & In the Garden	Under the Sea
	The topic 'Once Upon a Time' will also run throughout the year, in which children will explore traditional tales...					
Respecting Rights	Health Care Article 27	An education Article 28	Relax & Play Article 31	No discrimination Article 2	Health Care Article 24	Know their rights Article 42
Personal, Social and Emotional Development	Learn daily routines and become aware of the boundaries and expectations. E.g. rainbow challenges (Rule of law)		Becoming more outgoing towards unfamiliar people and develop confidence in new social situations		Discuss how humans grow and talk about abilities by describing self in positive terms. Each child to share something they can do now but couldn't do when they were younger.	
	Develop confidence in speaking to others about own wants, needs, interests and in asking adults for help (Democracy)		Understanding that own actions affect other people and talk about how others show feelings. E.g. How do the characters in 'Whatever Next' feel at different points in the text?		Share baby pictures and discuss how they have changed physically	
	Keep play going by responding to what others are saying or doing. E.g. Children to act out the story of Goldilocks		Show sensitivity to others' needs when exploring the lives of children of different cultures (Respect & Tolerance)		Discuss transition to Year One and develop the confidence to say when they do or do not help (Individual Liberty)	
	Engage in activities around Anti-bullying Week and learn to take steps to resolve conflicts with other children (Mutual Respect)		Demonstrate the ability to speak in a familiar group and talk about their own ideas. Children will work together to transport fruit.		During transition activities, children will learn how to adjust their behaviour to different situations and develop strategies to take changes to routines in their stride	
	Initiate conversations, e.g. asking questions to visitors, and taking account of what they say to develop understanding of job roles		Communicate freely about own home and community			
	Throughout the year, we will also use our Jigsaw PHSE materials to study the following topics:					
	Being Me in my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Explore different ways of travelling and moving		Learn to form recognisable letters independently		Demonstrate good control in large and small movements	
	Start to copy some letters, e.g. Letters in their name		Experiment with tools, objects, construction and malleable materials, e.g. scissors, glue		Handle equipment and tools effectively, including pencils for writing	



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	Dresses independently, e.g. getting changed for P.E Learn about safety and start to consider some risks	Learn the need for a variety in food and show a basic understanding of practices that contribute to good health	Talk about the ways to keep healthy and safe Manage own basic hygiene and personal needs
	Fundamental skills will also be taught throughout the year by an external provider. Children will also engage with balance ability sessions in the Autumn term		
Com. and Language	Learn to listen to others one to one and in small groups. Listen to stories with increasing attention and recall, joining in with repeated refrains & anticipating key events Start to build up vocabulary that reflects their experiences, when talking about their home, family & community	Maintain attention & concentrate during appropriate activity as taught inputs start to be extended. Develop ability to follow a story without pictures/props Learn & use prepositional language, e.g. under, behind Use language to imagine and recreate roles and experiences, e.g. when acting out a traditional tale.	Accurately anticipate key events and respond to these with relevant comments, questions or actions. Give their attention to what others say and respond appropriately with comments and questions Learn to answer how and why questions in response to stories & events
Maths	To support our children in developing early number sense, we use a 'Number of the Week' approach. Presenting numbers (0-20) individually, encourages children to deepen their understanding of numbers as they continually build upon what they know. This approach also allows for different aspects of maths to be presented alongside each other. The six main aspects that collectively underpin early maths are:		
	Counting Cardinality Comparison Composition Pattern Shape & Space Measures		
Literacy	Listen to and start to recall stories & rhymes Describe main story settings, events and characters	Become aware of the way stories are structured Hear and say initial sounds in words	Recall all traditional tales taught throughout the year Read and understand simple sentences
Reading	Know that print carries meaning and, in English, is read from left to right and top to bottom. Start to segment and blend VC words Read and recognising familiar words, such as own name, family names and logos Voting for our home time story	Shows awareness of alliteration and continue a rhyming string Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Segment the sounds CVC words and blend them together Read some common irregular words	Use phonic knowledge to decode regular words and read them aloud accurately. Read all Reception common irregular words Demonstrate understanding when talking with others about what they have read.
	We use the Read Write Inc. Phonics programme to teach our children to read, write and spell. This is taught daily throughout the whole year		



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Writing	Name writing, initially by copying letters, progressing to independent self-sign in each day		Use clearly identifiable letters to communicate meaning		Use phonic knowledge to write words in ways which match their spoken sounds.		
	Give meanings to marks that they make, when drawing, painting, etc		Representing sounds/letters correctly and in sequence to write words.		Write some irregular common words.		
Understanding the World	Start to form recognisable letters and use these to ascribe meanings to the marks they make		Label and caption writing using finger spaces		Write simple sentences which can be read by themselves and others.		
	Writing for a purpose - A letter to Father Christmas		Writing for a purpose – Reporting an event, invitation to an alien, sending a postcard to Handa		Writing for a purpose – stories, diary entry, instructions for caring for a mini beast, a letter their new teacher		
Science topics that will be explored throughout the year are:							
The Human Body		Seasons		Light & dark		Freezing & Melting	
Life Cycles		Floating & Sinking					
Looking at parts of our body		Celebrating Chinese New Year		Make observations of animals and plants and explain why some things occur			
Knows some of the things that make them unique		Exploring different ways of life		Learn the life cycles of a chicken, caterpillar and a bean			
Exploring signs of Autumn		Looks closely at changes, similarities and differences		Talk about changes in their environment			
Learning about animals that hibernate		Learning about night/day, including nocturnal animals		Exploring materials in relation to sinking and floating			
Explore different occupations		Naming & learning about planets, the sun & the moon		They select and use technology for purposes.			
Uses technology to interact with age-appropriate software		Completing a simple programme on a computer					
Throughout the year we will also learn about special events and celebrations, and explore similarities and differences among families, communities and traditions. We will learn about the following celebrations:							
Harvest Bonfire Night Christmas		African festivals Chinese New Year Easter		Family Celebrations, including birthdays, baptisms & weddings			



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Expressive Arts and Design	Imitates movement in response to music and taps out simple repeated rhythms Explore how sounds and colours can be changed	Create simple representations of events, people and objects. Constructs with a purpose in mind	Confidently experiment with design, texture, form and function.			
	Describe the texture of materials	Select tools and techniques needed to shape, assemble and join materials and starts to adapt work where necessary	Represent ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.			
	Realise that tools can be used for a purpose Art Project: Paint a self portrait	Manipulates materials to achieve a planned effect Art Project: Create their own rocket and African Animal	Art Projects: Use pebble painting to create a minibeast and use recycling to create under the sea creature			
The role play enhancements will be changed on a half termly basis to correspond with our theme and support the children's developmental needs in being imaginative:						
	Home Corner	Emergency Services & Santa's Post office	Space Station	African Safari	Science Lab & Garden Centre	Under the Sea Aquarium
Trips, Visitors & Experiences	Autumn walk in the school spinney Pumpkins Teddy Bear day – 9/9	Visits from the services Walk to the post office World Kindness Day 13/11	EYFS Space workshop School alien invasion World Book Day International Lego Day 28/1	Visit from Chester zoo Spring walk to local park Zoo lover's day 8/4	Trip to the farm Delivery of eggs Caterpillar - butterflies Dinosaur Day 19/5	End of EYFS Assembly Transition week – visit to new class World Ocean Day 8/6
Characteristics of Effective Learning	During the year, the children will be encouraged to develop a range of skills that will allow for engagement, motivation and critical thinking. There three key characteristics that will run throughout the year. These are outlined below with some examples of how these characteristics present.					
	Playing & Exploring	Active Learning		Creating & Thinking Critically		
	Showing curiosity about objects, events and people Using senses to explore the world around them Engaging in open-ended activities Initiating activities and seeking challenge Showing a can-do attitude Taking risk and engaging with new experiences Learning by trial and error	Maintaining focus on an activity for a period of time Showing high levels of energy and fascination Persisting with activity when challenges occur Bouncing back after difficulties Enjoying meeting challenges for their own sake rather than external rewards or praise Being proud of what they have accomplished		Thinking of their own ideas Finding ways to solve problems Finding new ways to do things Making links and noticing patterns Making predictions and testing their ideas Changing strategies as needed Reviewing how well an approach worked		