



Green End Primary School – Long Term Plan Reception, 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	VIPs	Once upon a time	Ourselves	Abacadabra	Down on the Farm	Outdoor explorers!
PSE focus	Class rules and behaviour expectations Talking about families Building relationships in class Group and class celebrations Home school link toy	Preparing for Christmas/ Eid and other celebrations Selecting and initiating activities independently.	Talking about their favourite toys Try new activities and talk about those that they enjoy Sharing photos from home and family life.	Team work focus – making spells together etc.	Understanding the need for safety when outdoors.	Understanding the need for safety when outdoors. Developing and adjusting their behaviours to different situations – getting ready for year 1.
	Characteristics of learning: <ul style="list-style-type: none"> • revisit the six covered in Nursery (cat, horse, penguin, tortoise, meerkat, lion) • introduce the three new animals (dolphin, octopus, chimpanzee) 					
PSHE themes	RSE/ Drugs Ed/ race equality	Gender equality/ e-safety	RSE/ Race equality	Drugs Ed	E-safety	Gender equality/ Transition
	Learning and using new topic words Introduce chat spot – talking to other children about experiences			Learning and using new topic words Class photo album – talking about experiences past and present.		
CL focus	Sharing weekend news Speaking in full, clear sentences. Learning names for people who help us	Talking about favourite stories Learning and retelling stories Answering how and why questions Sharing weekend news	Bring in favourite toy and talk about why it is special Following instructions to make toys/ fruit salad/ kebabs Anticipating key events in stories etc.	Speaking – making spells and creating roles and experiences in play. Following instructions in spells Making up their own stories	Listening in a range of situations Talking about past and future events	Listening in a range of situations Talking about past and future events
PD focus	Managing personal hygiene independently. Putting on coats & shoes Multiskills Sessions – follow on from Nursery Gross motor – KS1 climbing frame	Multiskills sessions Using creative area resources – craft making	Being healthy – exercise/ eating healthy Using knives/ peelers – making soup Multiskills sessions	Animal spells Fine motor skill activities Multiskills sessions	Fine motor skill activities What happens to our body when we exercise?	Sports Day Team games – tennis/ football What happens to our body when we exercise?
Hall sessions	Ring games	Go Noodle – yoga/ pilates	HIIT workouts for kids	Dance	Gym	Team games – tennis/ football



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Literacy focus	<p>RA RA RA stories Fiction - How to Catch a Star (Growth Mindset) Fiction - Doctor Daisy Fiction - Fearless Fred Fiction - Topsy and Tim go to the Dentist</p>	<p>Key text –The Three Billy Goats Gruff (3BGG) Key text – Little Red Riding Hood (LRRH) Key text - The Three Little Pigs (3LP) Fiction - Jolly Christmas Postman – 1 week plan Poetry – Rhyming poems</p>	<p>Adapted text - Little Hunza (LRRH) Fiction - The Magic Porridge Pot Non-fiction – Keeping our bodies healthy</p>	<p>Non-fiction – instructions for making an explosion Adapted text - Wizard in a Huff (3BGG) Fiction - Room on the Broom Poetry – magical spells</p>	<p>Fiction - Farmer Duck Fiction - The Enormous Turnip Non-fiction – Farm visit Poetry - spring poems</p>	<p>Fiction – We’re going on a bear hunt. Adapted text – The 3 little bees (3LP) Fiction – The Rainbow Fish Non-fiction – Report of our outdoor day</p>
Mathematics focus (See calculation policy)						
SSM	<p>Naming and describing 2D and 3D shapes Using the language of size, weight, height and capacity.</p>	<p>Language of height and length. Copying patterns. Using positional language.</p>	<p>Using language linked to time and money. Naming and describing 2D and 3D shapes.</p>	<p>Ordering and comparing capacities</p>	<p>Describing and using 3D shapes.</p>	<p>Areas for development based on assessment analysis</p>
Number	<p>Comparing more and less Counting reliably, reading, ordering and beginning to write numbers.</p>	<p>Recognising, matching and estimating numbers</p>	<p>Estimating, counting and ordering numbers to 20</p>	<p>Number recognition 1-20 Introduce counting in 2s, 5s & 10s</p>	<p>Number recognition consolidation.</p>	<p>Counting in 2s, 5s and 10s.</p>
Calculation	<p>More/Fewer and finding 1 more/1 less than a given number.</p>	<p>Addition - counting two groups of drawn objects to calculate the total. Subtraction - using drawn objects and crossing out to find how many are left</p>	<p>Addition – children drawing picture number sentences and finding the answer Subtraction - using drawn circles and writing number sentences</p>	<p>Sharing into groups of 2, 3 and 4. Doubling numbers up to 5 Halving numbers up to 10</p>	<p>Addition – counting on using concrete resources Subtraction – counting back using concrete resources Sharing, doubling and halving.</p>	<p>Areas for development based on assessment analysis</p>
Understanding of the World focus	<p>Exploring our new classroom, likes and dislikes. Exploring our community. Weekly news, trips, and holidays etc. Investigating Autumn.</p>	<p>Looking at season changes – Summer to Autumn. Learning about family customs and traditions– Eid and Christmas</p>	<p>Celebrations that we take part in and what food customs we have. Comparing our favourite foods.</p>	<p>Mixing different liquids to make potions Changes of substances and materials – making jelly etc.</p>	<p>Looking at different environments that animals live in – talking how they are the same/ different to us Comparing mother and baby animals – what is the same/ different? Food growing – how does food grow? Where does food come from?</p>	<p>Looking at the features of different environments, park, sensory garden, Jubilee wood etc Litter picking – looking after the school environment</p>
	<p>Child of the Day – choosing individuals to talk about their personal lives, aspirations, how they like to learn etc.</p>					



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Science	Ramp experiment – getting to the emergency. Weather experiment.	Shadow Puppets linked to Traditional Stories – outdoor area and IWB. Ice experiment – which material will stop the ice from melting.	Exploring how vegetables change over time (decay). Our bodies – how can we stay healthy.	Potion lab - making potions with different ingredients/liquids. (including gloop)	Making our own cheese. Planting and growing tomatoes.	Wormery – learning how worms use the soil to make nutrients grow. Which flowers attract the insects best?
ICT	iPads – learning what the buttons do and completing an app Introduce Seesaw	Beebot – using the buttons on the beebots – what do they do?	Unplugged computing opportunity – making a fruit smoothie – simple understanding of algorithms. iPads – take a picture of the fruits used in the smoothie and view it.	Using drawing package on iPad to select different colours and size pencils to create a magical picture. Show children how to use stampers to add to their picture.	Beebots – following a given series of instructions Making own set of instructions Problem solving activities– how do we get the beebot to? Link to the beebot app	LEGO story starter - Building scenes, taking pictures, creating comic, inserting speech bubbles/ text boxes and text. Taking photos of outdoors – linked to learning
Talk talk time – use the internet as a whole class to google and find the answer – children don't need to access it independently but need to be familiar with it. Using Seesaw to record key events/ learning.						
Expressive Arts & Design focus	Painting self-portraits to create class display. Making music to match the characters Manipulating play dough to make themselves. Story maps Threading cards Making emergency vehicles- junk modelling.	Making puppets to link with stories for small world Introduce and explore outside instruments. Dancing to Christmas music, making up dances. Story maps Designing and printing Christmas wrapping paper Sewing Christmas stockings	Using plasticine to make fruit plates. Drawing story maps Printing with vegetables etc. Responding to art work from artists and themselves PSHE link – creating skin tone colours with paints Porridge painting Porridge dough	Learning what happens when we mix colours. Using colour for a purpose (link to spells) Sensory gloop table. Story maps Designing a new broomstick Twisting pipe cleaners to make broomsticks	Observational drawings of plants and animals. Junk Modelling and constructing with a purpose in mind. Story maps	Designing different environments for small world play Creating a story map for The three little bees Observational drawings – focus on using colours correctly. Rubbings outdoors
Music	GE Music scheme – Me!	GE Music scheme – My Stories	GE music scheme – Everyone!	GE Music scheme – Our world	GE Music Scheme – Big bear funk	GE Music scheme – Reflect, rewind and replay
Role Play (Being Imaginative) Ideas given but role play usually child initiated.	House /kitchen Doctors Surgery Dentist Surgery Firefighters and Police officers outdoors.	Performance Theatre Area.	Fruit and Veg Shop Kitchen – Making Healthy Foods	Witches cave Potion lab – introducing story line into their play and playing as a group.	Farmyard Farmhouse kitchen Farm shop Outside Milking Parlour	Forest Scenes from stories e.g. forest, cave etc.



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Topic launch day	Dress up as people who help us in our community. Painting/Collages of people who help us. Designing Role Play Area	Making Puppets Making Theatres with Junk Making story masks Parents story times	Food Tasting Preparing foods for kebabs/ fruit salad Observational drawings Making fruit smoothies	Wand making workshop Creating witch/ wizard name Making ingredients to put in the cauldron. Making juicy potion and witches fingers biscuits.	Making role play area Matching animals to babies Large animal collages Junk Modelling farm animals or tractors. New Life Walk	Making Dens Eating Lunch outside Collecting outside materials for classroom environment.
Focus week and workshops	Welcome to Reception Foundation stage parent Growth Mindset session. Parents Stay and Play - topic celebration - make junk models of emergency vehicles. Model reflective language and positive praise.	Christmas craft workshop Curriculum Workshop – focus area identified by cohort needs Parents Stay and Play – topic launch Dress up as fairy tale characters	Where does our food grow? Phonics Phase 3 stay and watch sessions Stay and Play –topic launch Parent’s café	Parents Stay and Play – topic celebration Curriculum Workshop – focus area identified by cohort needs	Parents Stay and Play – topic launch	Topic launch – outdoor forest schools (teacher led) End of year celebration picnic Transition to Year 1
Visitors	Doctor, Fire engine and fire fighters. Police Officer	Theatre Company	School cook	Magician	Farmer Deirdre Living Eggs/ Chicks	
Visits	Local Walk – health centre/ library.	In house Theatre Company Autumn Walk –Outdoor learning Library Visit	Visit to the school kitchen to watch lunch being made.	Spring walk	Reddish Vale Farm/ Cockfield farm (Children’s Charter trip) – end of week 1/ beg of wk 2	Summer walk (Week 1/2) Forest School Experience – Teacher Led in school grounds.
Community	Visiting local police officers/fire crew	Our Local Area - ideas for rewriting story.				Visit to Ladybarn Park.
50 things to do before 11¾	Pick Fruit or vegetable.	Look in a tree – Autumn Walk		Signs of spring		Pick Fruit (strawberries) Float a Boat Forest Walk (jubilee woods)
Global Diversity		Parent volunteers reading traditional tales from other cultures	Our similarities and differences. Explore possibility of observing everyday life of children in other countries – link to Little Hunsia story.		Foods that come from different parts of the world.	



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Outdoor/ECO	Welly Walks Outdoor learning – boundary games/ rules Rescue a friend activity	Outdoor learning Walk through the Woods – play hide and seek and collect natural materials.	Outdoor Café. Outdoor learning – Drop the stick game. Who is it? Game	Outdoor learning - Sensory Scavenger Hunt to find objects to put in witches' brew. Making wands from natural objects. Pond dipping in the green room. Planting food seeds	Outdoor learning – Fox and Hounds game Make a scarecrow.	Den building Camping Day
Aspirations	People Who Help Us occupations.	Actors/Actresses & performing artists in theatre visit.	Chefs and Sports Stars.		Farm and Agriculture Workers.	Explorers and Adventurers.
British Values	Choosing a friend to play with (individual liberty) Looking at roles and jobs that men and women do – challenging stereotypes (individual liberty)	Voting for changes in story characters (democracy) Taking part in Eid and Christmas parties and learning about different faiths and celebrations (mutual respect and tolerance)	Toys we like to play with – similarities and differences (mutual respect and tolerance) Voting for our favourite foods (democracy)	Voting for story characters and events to use in literacy texts (democracy)	Generating ideas for developing the role play area following farm visit (democracy), learning how to keep safe outdoors (rule of law)	Learning how to keep safe outdoors (rule of law), what we have enjoyed in Reception – end of year transition (mutual respect and tolerance)
Class monitor roles (democracy), taking responsibility for our own behaviour (the rule of law), freedom to explore the learning environments (democracy), behaviour policy – traffic light system (the rule of law), learning how we learn – characteristics of learning (individual liberty), praise and rewards i.e. golden tickets, 100% attendance (individual liberty), stay and play parent sessions (mutual respect), choosing their own activities (individual liberty), child of the day sessions (individual liberty)						
Safety	Visitors - Police, fire service and a doctor. Trips – Road safety discussed Crossing Patrol Officer Safety of using equipment – indoors and outdoors				Fire safety – Trips – Road safety discussed	Dangers in the outside environment.