**Perry Hall Primary School**

**Long Term Planning 2020-21**

**Reception**

Skills and knowledge objectives

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic Title**  | **I am special** | **Colours of the Rainbow** | **Wild Things!** | **New Beginnings!** |
| **Key Question** | Why am I special?  | How do colours make you feel? | Where in the World? (Fred on adventures) | What can I be?  |
| **Books that link** | Tin ForestSilly BillyWhy can’t we hugA Great big book of Families | **Goldilocks and the Three Bears – Talk for Writing**Rainbow FishWow says the owl.The day the Crayons quitRama and SitaThe Christmas storyHanda’s SurpriseHanda’s HenElmer | **Enormous turnip – Talk for writing** **Jack and The beanstalk – Talk For Writing**Rabbits don’t lay eggsChinese New Year story (12th Feb – Ox) Jasper’s Bean stalkRumble in the JungleThe Tiger who came to teaMonkey PuzzleBear Hunt | **The Ginger Bread Man - Talk For Writing****The Three Little Pigs – Talk for Writing****Stories about baby animals****People who help us**Hungry CaterpillarThe Ugly DucklingTeeny weeny TadpoleOliver’s vegetablesOnly one youYou be you |
| **Experiences / opportunities to enhance learning**  | Photos from home via emailBaby pictures of staff and children | Colour of the week tableColour experimentsPowder paintColour mixingColour/Elmer party | Planting – create vegetable gardenBoardWalk about Wednesday – 2s, N, R integration time.  | Pets at home visitMegan’s tortoiseSnailsAfrican – smart boardWalk about Wednesday – 2s, N, R integration time. | Range of professional visits – fire engine, dental nurse, vet, paramedicWalk about Wednesday – 2s, N, R integration time. | The zoo |
| **Subjects**  |  |  |  |  |  |  |
| **PSED****ELG** | 30-50Building relationshipsBegin to accept needs of others, take turns and share sometimes with support. 40-60Begin to show awareness of boundaries. | 30-50Welcome and value praise for what they have done. Show confidence in asking adults for help. 40-60Confident to speak to others about own needs, wants and opinions.  | 40-60Ask appropriate questions of others. To begin to negotiate and solve problems without aggression.  | 40-60Understands own actions affect other people. Describe themselves in positive terms. Initiates conversations, attends to and takes account of what others say.  | *ELG**Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.* *Try new activities and show independence, resilience.**Know right from wrong.* *Be able to dress and undress independently.*  | ELGBeing able to wait for what they want.Respond appropriately to what the teacher says, and follow instructions involving several ideas or actions.Work and play cooperatively and take turns with others. Form positive attachments to adults and peers.• Show sensitivity to their own and to others’ needs. |
| **Communication and Language****ELG** | 30-50Listens to stories with increasing attention and recall. Anticipates key events and phrases in rhymes and stories.Use talk to connect ideas.Retell a simple past event in correct order. Use talk in pretending that objects stand for something else. | 30-50Able to follow directions. Focus attention.Understand use of objects.Use vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects their experiences.Questions why things happen and gives explanations. | 40-60Able to follow a story without pictures or props.Maintains attention.Uses language to imagine and recreate roles.Links statements and sticks to a main theme.Can describe their relative position, such as ‘behind’ or ‘next to’. | 40-60Listens and responds to ideas expressed by others.Responds to instructions involving a two-part sequence.Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. | ELGListen attentively and respond and make appropriate responses. Offer their own ideas in group discussions.  | ELGHold appropriate conversations.Ask questions to clarify understanding. Say why things might happen in stories. Express their ideas and feelings about their experiences using full sentences. |
| **Physical Development****ELG** | 30-50Moves freely in a range of ways.Stand momentarily on one foot.Draws lines and circlesHolds pencil between thumb and two fingers.Uses one-handed tools and equipment. | 30-50Catch a large ball.Negotiates space successfully.Can copy some letters.Holds pencil near point between first two fingers and thumb and uses it with good control. | 40-60Experiments with different ways of moving.Travels with confidence and skill using equipment. Handles tools, objects, construction and malleable materials with increasing control.Begins to form recognisable letters. | 40-60Shows increasing control over an object.Uses a pencil and holds it effectively.Shows a preference for a dominant hand. | ELGNegotiate space and obstacles safely.Use a range of small tools. Begin to show accuracy and care when drawing | ELGDemonstrate strength, balance and coordination. Move energetically, in a range of ways. Hold a pencil effectively using a tripod grip.  |
| **Literacy****ELG** | 30-50Enjoys rhyming and rhythmic activities. Listens to and joins in with stories and poems.Joins in with repeated refrains. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs.Looks at books independently.  Handles books carefully. Sometimes gives meaning to marks as they draw and paint.  | 30-50Shows awareness of rhyme and alliterationRecognises rhythm in spoken words.anticipates key events and phrases in rhymes and stories.Beginning to be aware of the way stories are structured.Suggests how the story might end.Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning. Ascribes meanings to marks that they see in different places. | 40-60Continues a rhyming string.Enjoys a range of fiction/non- fiction texts.  Hears and says the initial sound in words.Can segment the sounds in simple words and blend them together and knows which letters represent some of them.Uses some clearly identifiable letters to communicate meaning, Writes own name  | 40-60Begins to read words and simple sentences.Write things such as labels, captions. Attempts to write short sentences. | ELGRetell stories and narratives using their own words.Anticipate key events in stories.Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound-blending. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. | ELGUse vocabulary during discussions about stories, nonfiction, rhymes and poems.Read aloud simple sentences and books, including some common exception words.Write simple phrases and sentences that can be read by others. |
| **Maths****ELG** | 30-50Uses some number names.Uses some number names accurately in play. Beginning to represent numbers using fingers, marks on paper.Shows an interest in numerals in the environment. | 30-50Match numeral and quantity. Separates a group of three or four objects in different ways.  Shows an interest in number problems.Compares two groups of objects, saying when they have the same number.Know anything can be counted. | 40-60Recognises numerals 1 to 5. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.Counts up to three or four objects by saying one number name for each item.Counts out up to six objects from a larger group.  Counts objects to 10, and beginning to count beyond 10. Counts an irregular arrangement of up to ten objects. | 40-60Estimates how many objects they can see  Finds the total number of items in two groups.Use the vocabulary involved in adding and subtracting. Identify own mathematical problems.Uses the language of ‘more’ and ‘fewer’.  Says the number that is one more than a given number.  Finds one more or one less from a group of up to 5 objects, then 10 objects. | ELGHave a deep understanding of number to 10, including the composition of each number.Verbally count beyond 20, recognising the pattern of the counting system. | ELGSubitise up to 5. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Understanding the World****ELG** | 30-50Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.Has a sense of own immediate family and relations. | 30-50Remembers and talks about significant events in their own experience and family and friends. Developing an understanding of growth, decay and changes over time. | 40-60Looks closely at similarities, differences, patterns and change.Can talk about some of the things they have observed, such as plants, animals, natural and found objects (30-50)Talks about why things happen and how things work (30-50) | 40-60Enjoys joining in with family customs and routines.Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)Know some similarities and differences between the natural world around them and contrasting environments (ELG)Similarities and differences between different religious and cultural communities in this country (ELG) | ELGDescribe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. | ELGKnow some similarities and differences between things in the past and now, drawing on their experiences.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. |
| **Expressive Arts and Design****ELG** | 30-50Engages in imaginative role play based on own first hand experiences. Builds stories around toys.Explores music and dance. Create their own music.  | 30-50 Explores colour and how colours can be changed. Explores what happens when they mix colours. (40-60) Understands that they can use lines to enclose a space.Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.Understands that different media can be combined to create new effects. (40-60) Manipulates materials to achieve a planned effect.(40-60) | 40-60Selects appropriate resources and adapts work where necessary.  | 40-60Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.Plays co- operatively with children engaged in the same theme.  | ELGShare their creations, explaining the process they have used. | ELGPerform songs, rhymes, poems and stories with others, and try to move in time with music. |
| **Opportunities for outdoor learning**  |  Preparing the vegetable plots. Weeding, digging. Looking at different plants to growLooking for mini beastsChanges over time. Leaves, rain, freezing, rain catcherRing gamesParachute gamesEstablishing rules and boundariesPhysical activitiesBody awareness – heart, exercise, spatial awarenessWorry dolls using twigs and sticksColour hunt | Role playBird watching – tents/binoculars/bird watchMake bird feedersPlanting seeds/vegetablesMaintaining the plots Instruments using natural resourcesExperiments to create different textures.Shape/number huntsSelects appropriate resources and adapts work where necessary using loose parts | Sports day races/stationsNoticing how things have grownHarvest the vegetablesWatering the vegetables – why? Create out door theatresCreating own mapsUse of pond – explore wider outdoor areas of school |