Long Term Planning Reception 2019/20

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | | | |
|----------------|--|----------------------------|---|------------------------------|------------------------------|-----------------------------|--|--|--|
| | Autumn Season | Festivals and celebrations | Winter Season Traditional | Spring Season A Bucketful of | Investigating Mini beasts | Summer season Beside the | | | |
| | Space | | tales | Dinosaurs | | Seaside | | | |
| Numeracy | Exploration | | | | | | | | |
| · vailier do / | understanding and using numbers, calculating simple addition and subtraction problems; and to | | | | | | | | |
| | describe shapes, spaces, and measure | | | | | | | | |
| | Counting to | Counting to 5, | Counting to 10. | Counting to 10. | Count to 20 | Counting on/ | | | |
| | 5. | Making | Length and | Matching | Describing 2D | back to 20. | | | |
| | Making | patterns. | height. | numerals to 10, | and 3D shapes. | 1 more, 1 less | | | |
| | patterns. | Properties of | Symmetry, | Teen numbers. | Doubling, | to 20, | | | |
| | Positional | 2D shapes. | shape, | Coins and money. | halving, | Counting to | | | |
| | language. | Money. | Odd and even | Ordering | sharing | 100. | | | |
| | 2D shapes. | Ordering | numbers, | numbers to 10, | Counting in 2s, | Patterns. | | | |
| | Patterns | numbers to 5. | Counting in 2s. | Counting in 2s, | 5s and 10s, | Counting in 2s, | | | |
| | Time-related | Counting on and | Doubling, | Time-related | Sorting odd | 10s and 5s. | | | |
| | language. | back to 5. | halving and | language. | and even | Money, coins. | | | |
| | Counting on | Writing | sharing. | 1 more 1 less. | numbers | length, weight, | | | |
| | and back to | numerals. | Properties of | Adding/ | Days of the | capacities. | | | |
| | 5. | Adding/ | 3D shape. | subtracting | week. | Read and | | | |
| | Days, | subtracting | Length, weight | within 10. | Telling the | match number | | | |
| | months, | within 5. | and height. | Practical | time. | sentences to | | | |
| | seasons. | Practical | Adding/ | problems. | Writing simple | practical | | | |
| | Adding/ | problems. | subtracting within 10 | | addition | problems, | | | |
| | subtracting within 5- | | Practical | | /subtraction sentences. | Writing simple addition | | | |
| | practical | | problems. | | sentences. | /subtraction | | | |
| | problems. | | problems. | | | sentences. | | | |
| Literacy | + • | e given access to (| a wide range of r | l eadina materials (h | pooks poems and | l . | | | |
| | | ignite their interes | _ | edding marerials (L | oons, poems, and | a officer with ten | | | |
| | | <i>-</i> | | s and letters and t | to begin to read a | and write | | | |
| | Phonics sessions encourage children to link sounds and letters and to begin to read and write. Progression and application of skills from recognising and writing single sounds, to simple words, captions, sentences then stories. | | | | | | | | |
| | | | | | | | | | |
| Literacy | Whatever | Dear Zoo | Jack and the | Harry and the | The Very | The Singing | | | |
| Talk 4 | Next | *story retell | Beanstalk | Bucketful of | Hungry | Mermaid | | | |
| Writing | * story | *Favourite | *Story retell | Dinosaurs | Caterpillar | *Story retell | | | |
| texts | retell | animals | *story map | *Story retell | *Story retell | *story map | | | |
| | * Favourite | * Story maps | *Adapted | * story map | *story map | *Narative- | | | |
| | characters | * Create lift | story map | *Adapted story | *Alternative | Alternative | | | |
| | * Story | the flap books | *Narrative - | map | characters | story | | | |
| | maps | * Captions | writing own | *Non - Fiction | * Alternative | * Descriptive | | | |
| | | *Alternative | simple story | writing | setting | writing | | | |
| | Owl Babies | story ending | *Instructions | (Dinosaur fact | *Alternative | | | | |
| | *Story | ,, | - How to plant | file) | story | Sharing a | | | |
| | retell | Dear Santa | a magic bean | Handa's | Non-fiction | Shell | | | |
| | * Favourite | *Story retell | | Surprise | writing | *Story retell | | | |
| | characters | *Story map | Goldilocks | *Story retell | *Butterfly | *story map | | | |
| | *labels | *Write a letter | *Story retell | *story map | diary | *Alternative | | | |
| | * Story | | *Story map | *Adapted | *Mini beats | characters | | | |
| | , | i . | - · · · · · · · · · · · · · · · · · · · | | ,., 204,5 | | | | |

| | * 1 io+o | Phonics: | * 4 don+0 d | *Narrative - | | *Alternative | |
|--------------------------|--------------------------|------------------|---------------------------|-----------------------------|--------------------|-----------------------|--|
| | * Lists *Ordering | Read Write Inc | *Adapted story map | Narrative - write own story | SPaG | *Alternative story | |
| | instructions | Punctuation | *Narrative- | * Lists | Phonics: | *Alternative | |
| | * Verbal | and Grammar: | writing own | * Instructions- | Read Write | setting | |
| | recount | Capital letters, | simple story | How to make a | Inc | * Recount - | |
| | SPaG | full stops, | *Instructions | fruit smoothie | Punctuation | beach visit | |
| | Phonics: | finger spaces | - How to make | Truit smootne | and | Deach visit | |
| | Read Write | and | porridge | | Grammar: | | |
| | Inc | question marks | porriage | SPaG | Capital | SPaG | |
| | Punctuation | question marks | | Phonics: | letters, full | Phonics: | |
| | and | | SPaG | Read Write Inc | stops, finger | Read Write | |
| | Grammar: | | Phonics: | Punctuation | spaces and | Inc | |
| | | | Read Write | and Grammar: | adjectives | Punctuation | |
| | | | Inc | Capital letters, | aajoonroo | and | |
| | | | Punctuation | full stops, | | Grammar: | |
| | | | and | finger spaces, | | Capital | |
| | | | Grammar: | Adjectives and | | letters, full | |
| | | | Capital | exclamation | | stops, finger | |
| | | | letters, full | marks. | | spaces and | |
| | | | stops, finger | | | adjectives | |
| | | | spaces, | | | aajaaaa | |
| | | | question | | | | |
| | | | marks and | | | | |
| | | | adjectives | | | | |
| | | | J | | | | |
| Phonics | Set 1 | | Set 2 Set 2 | | | | |
| Read Write | Single sounds | /friendly | Review Single sounds | | Vowel digraphs | and trigraphs - | |
| Inc | letters | | Digraphs - appli | | application | | |
| Communicatio | | | | hildren opportuniti | • | | |
| n and Language | | • | nfidence and ski | lls in expressing th | emselves; and to | speak and | |
| | | ge of situations | | <u> </u> | | | |
| Understandin g the world | - | | - | n to make sense of | • • | | |
| g the world | • | • | s to explore, obs | erve and find out o | ibout people, plac | es, technology | |
| | and the enviro | | Τ | Τ | Γ | T | |
| | My home | Communities | Comparing | Comparing | Observing | Human impact | |
| | and family | | different | artefacts/obje | living | on . | |
| | | Similarities and | environments | cts (fossils) | creature | environment | |
| | My local | differences | | | | and living | |
| | area | between self | Comparing | Observing plant | | things | |
| | Doomlols s | and others | different | growth | | | |
| | People who | | traditions, | | | | |
| | help us | | e.g. Chinese New Year. | | | | |
| Science | Spacev | Movement | | Growth | Life cycle of a | Environmental | |
| CHERCE | <u>Spacey</u> Science | Movement | <u>Changing</u> | | * | | |
| | <u>Science</u> | | <u>states</u> | Healthy Eating | <u>butterfly</u> | science | |
| | Light and | Forces | Melting | Growing plants | Insect Lore | Water | |
| | Dark | 1 01 063 | Merring | and herbs | caterpillar | pollution | |
| | Jank | Magnetism | Freezing | | • | Political | |
| | Nocturnal | Mugnerisiii | i i eezing | Cooking with | eggs | Litter | |
| | animals and | | | fruit and veg | | walk/litter | |
| | ariiiiuis aria | | | i an ana veg | | pick | |
| | | | | | | | |

| arts and design and reclings through a variety of activities in art, music, movement, dance, role-play, and design and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. Investigatin g and Use the Use the Exploring senses to senses to explore a senses to explore a range of explore a range of mark-making painting and media chalk, ready mix, Use marked periodic chalk, ready mix, use charcoal etc. picture picture picture picture so possible though to and feeling store a sone server and feeling store and feeling sone and choise appear. ICT Access programmes on computers, tablets and importance of physical activity and to make healthy choices in relation to food. South Shields FC Football Moving and handling | | seasonal changes. | | | | | | |
|--|-----|--|---|---|--|--|--|--|
| g and Exploring Use the senses to Use the explore a explore a senses to explore a range of range of explore a range of range of explore a range of r | | Expressive arts and design enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology | | | | | | |
| PE Physical development provides opportunities for young children to be active and interactive; as develop their co-ordination, control, and movement. Children will also be helped to understand importance of physical activity and to make healthy choices in relation to food. South Shields FC Football South Shields FC Football South Shields FC Footbal Moving and handling Moving and handling | | g and Exploring Use the senses to explore a range of materials and media Use marks and picture s to expres s though ts and feeling s. Autumn colour Mixing Pointillism Kandinsky's circles Diwali - clay | Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc. Jackson Pollock - Fireworks DT - Lift the flap books Christmas crafts Salt dough Santa Printed wrapping paper, Christmas | Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc Colour mixing | Use the senses to explore a range of textiles and materials e.g wool, cotton, felt etc. DT - Collage Weaving, | Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc. Insect prints | senses to explore a range of modelling materials, e.g salt dough, play dough. junk modelling materials etc DT - Recycled materials | |
| PE Physical development provides opportunities for young children to be active and interactive; and develop their co-ordination, control, and movement. Children will also be helped to understand importance of physical activity and to make healthy choices in relation to food. South Shields FC Football South Shields FC Football South Shields FC Footbal Moving and handling Moving and handling | ICT | Access progra | Access programmes on computers, tablets and iPads. | | | | Learn how to log on/log off | |
| | PE | Physical development provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food. South Shields FC Football South Shields FC Football South Shields FC Football | | | | | | |
| sounds - Friendly letters sounds - digraphs trigraphs | | Polly Phonics - set 1 single Polly Phonics - set 1 single | | | Moving and handling Polly Phonics – set 2 – | | | |

| PHSE | Making relationships | Self- confidence and self-awareness | Managing feelings and behaviours Right and Wrong | Health and self-care including: germs, handwashing, toilet and getting dressed | Rec A: People and Communities including similarities and differences Who can help in the community? First Aid | Kidsafe- Rec A Rec P: People and Communities including similarities and differences Who can help in the community? First Aid |
|--------------------|-------------------------|-------------------------------------|--|--|---|---|
| RE and religious | Noah's ark | Christmas Story | Easter Story | David and Goliath | Moses | Jonah and the whale |
| festivals | Harvest | , | Shrove | Joseph and the Technicolour | Passover | |
| | Diwali | Hanukah | Tuesday Lent | Dream coat | | Ramadan Eid |
| Music Charanga | Me! | My Stories | Everyone | Our world | Big Bear Funk | Reflect Rewind and Replay |
| Trips and visitors | Local shape walk | Santa/farm | Seven Stories? Or | Great North Museum - Dippy | Creepy Crawly Roadshow | Beach |
| VISITOL'S | wuin | | the Word? | the dinosaur? | Rodusilow | Litter walk |
| | Durham Falconry | Local Church | Durham university - Chinese New Year exhibition? | Newcastle train station | Mini beast hunt in local environment | Tynemouth Aquarium |
| | Library | Library | Library | Library | Library | Library |