









Reception Long Term Plan 2020-21

(updated/adapted Sept 2020 post lockdown Covid)


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Ourselves 7 ½ weeks</p> 	<p>Celebrations 7 weeks</p> 	<p>People who help us Superheroes 6 weeks</p> 	<p>Animal Magic 5 weeks</p> 	<p>Pirates/Around the World 7 weeks</p> 	<p>Growing 6 1/2 weeks</p> 
<p>Personal, Social and Emotional Development</p> 	<p>Talk to others about home and communities</p> <p>Making new friends</p> <p>Thinking about our own feelings</p> <p>Understanding actions and words can hurt other's feelings</p> <p>Working towards show understanding of their feelings (ELG)</p> <p>Working towards Set and work towards simple goals (ELG)</p> <p>Working towards give focussed attention to what teacher says (ELG)</p> <p>Working towards be confident to try new activities (ELG)</p>	<p>Talk to others about home and communities</p> <p>Making new friends</p> <p>Thinking about our own feelings</p> <p>Understanding actions and words can hurt other's feelings</p> <p>Accepting needs of other, taking turns and sharing to try new activities</p> <p>Working towards show understanding of their feelings (ELG)</p> <p>Working towards Set and work towards simple goals (ELG)</p> <p>Working towards give focussed attention to what teacher says (ELG)</p> <p>Working towards be confident to try new activities (ELG)</p>	<p>Initiate conversations with others</p> <p>Confident to talk to others about our feelings</p> <p>Listen to our friends and ask questions</p> <p>Understand boundaries and follow school rules</p> <p>Show concern when others are upset</p> <p>Working towards explain the reasons for rules, know what is right from wrong (ELG)</p> <p>Working towards manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding importance of healthy food choices (ELG)</p> <p>Cambridgeshire primary Personal development programme</p>	<p>Initiate conversations with others</p> <p>Confident to talk to others about our feelings</p> <p>Listen to our friends and ask questions</p> <p>Understand boundaries and follow school rules</p> <p>Show concern when others are upset</p> <p>Talk about how they and others show feelings, talk about behaviour and consequences and know behaviour is unacceptable</p> <p>Working towards explain the reasons for rules, know what is right from wrong (ELG)</p> <p>Working towards manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding importance</p>	<p>Playing co-operatively by sharing and taking turns</p> <p>Confident to try new activities</p> <p>Say when they do or don't need help</p> <p>Talk about how they and others show feelings, talk about behaviour and consequences and know behaviour is unacceptable</p> <p>Working towards given focussed attention to what teacher says, responding appropriately even when engaged in activity (ELG)</p> <p>Working towards show an understanding of their own feelings and those of others (ELG)</p>	<p>Show sensitivity to their own and to other's needs.</p> <p>Give focussed attention to what the teacher says, responding even when engaged in activity, and show an ability to follow instructions involving several items or actions</p> <p>Working towards given focussed attention to what teacher says, responding appropriately even when engaged in activity (ELG)</p> <p>Working towards show an understanding of their</p>

	Cambridgeshire primary Personal development programme Myself and my relationships Feelings and belongings	Cambridgeshire primary Personal development programme Myself and my relationships Feelings and families	Citizenship	of healthy food choices (ELG) Cambridgeshire primary Personal development programme Healthy and safer lifestyles, body and growing up	Cambridgeshire primary Personal development programme Keeping Safe	own feelings and those of others (ELG) Cambridgeshire primary Personal development programme Healthy and safer lifestyles
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On going staff will always support the children in the choices they are making and will act as good role models, encouraging and prompting, independence, confidence, resilience and an understanding of what is right and wrong and why.

<p>Communication and Language</p> 	<p>Listening to our friends and adults</p> <p>Listening to and following instructions</p> <p>Listening to stories about family, friends and birthdays</p> <p>Talking about our friends, family and experiences</p> <p>Working towards participate in small group, class and one to one discussions (ELG)</p>	<p>Listening to our friends and adults, engaging in conversation – Diwali talk and church visit</p> <p>Small group speaking and listening activities, playing games together</p> <p>Listen to whole class stories responding to simple questions</p> <p>Role play activities</p> <p>Working towards hold conversation when engaged in back and forth exchanges with their teachers and peers (ELG)</p>	<p>Understand how and why questions – ask emergency services questions</p> <p>Listen to and join in conversations</p> <p>Listen to stories and respond to what they have heard</p> <p>Retelling stories using vocabulary linked to the books shared</p> <p>Talking about and sharing experiences on Tapestry</p> <p>Working towards make comments about what they have heard and ask questions to clarify their understanding (ELG)</p>	<p>Understand how and why questions</p> <p>Listen to and join in conversations</p> <p>Use talk to explain ideas to others</p> <p>Listen to stories and respond to what they have heard</p> <p>Retelling stories using vocabulary linked to the books shared</p> <p>Talking about and sharing experiences on Tapestry</p> <p>Working towards express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses (ELG)</p>	<p>Language based on topic</p> <p>Discussing their pirate ship and how they made it.</p> <p>Talking and sharing experiences on Tapestry.</p> <p>Discussing different habits.</p> <p>Working towards offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems (ELG)</p>	<p>Re-telling stories using vocab linked to stories</p> <p>Use past, present and future forms when talking about events</p> <p>Working towards express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses (ELG)</p>
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On going listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.


<p>Physical Development</p> 	<p>Developing gross motor skills using bikes, scooters, wooden blocks, balls, bats</p> <p>Practise holding scissors, pens and pencils, paint brushes etc carefully</p> <p>Working towards hold a pencil effectively in preparation for fluent writing (ELG)</p> <p>Working towards use a range of small tools (ELG)</p> <p>Working towards demonstrate strength, balance and coordination when playing (ELG)</p>	<p>Ring games and parachute games</p> <p>Developing gross motor skills using bikes, scooters, wooden blocks, balls, large construction, model making</p> <p>Practise holding scissors, pens and pencils carefully</p> <p>Working towards hold a pencil effectively (ELG)</p> <p>Working towards use a range of small tools (ELG)</p> <p>Working towards demonstrate strength, balance and coordination when playing (ELG)</p>	<p>Carefully moving in and out of different spaces</p> <p>Continue to practise holding scissors, pens and pencils carefully</p> <p>Drawings and pictures</p> <p>Get set 4 PE – Gymnastics units 1 /2</p> <p>Working towards being to show accuracy when drawing (ELG)</p> <p>Working towards hold a pencil effectively in preparation for fluent writing (ELG)</p> <p>Working towards negotiate space and obstacles safely (ELG)</p>	<p>Try to get change ourselves for PE</p> <p>Carefully moving in and out of different spaces</p> <p>Developing movements on, under, around, through climbing apparatus</p> <p>Continue to practise holding scissors, pens and pencils carefully</p> <p>Get set 4 PE – Dance units 1 /2</p> <p>Working towards being to show accuracy when drawing (ELG)</p> <p>Working towards hold a pencil effectively in preparation for fluent writing (ELG)</p> <p>Working towards negotiate space and obstacles safely (ELG)</p>	<p>Simple games and ball skills</p> <p>Handle equipment and tools effectively</p> <p>Get set 4 PE –Ball skills units 1 /2</p> <p>Working towards being to show accuracy when drawing (ELG)</p> <p>Working towards hold a pencil effectively in preparation for fluent writing (ELG)</p> <p>Working towards negotiate space and obstacles safely (ELG)</p>	<p>Simple game and ball skills</p> <p>Handle equipment and tools effectively</p> <p>Sports Week</p> <p>Get set 4 PE – Games unit 1 /2</p> <p>Sports day</p> <p>Working towards being to show accuracy when drawing (ELG)</p> <p>Working towards hold a pencil effectively in preparation for fluent writing (ELG)</p> <p>Working towards negotiate space and obstacles safely (ELG)</p>
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On going – working towards move energetically, such as running, jumping, dancing, hopping, skipping and climbing


<p>Literacy</p> 	<p>Listening and joining in stories and rhymes</p> <p>Oral blending and segmenting</p> <p>Hear and say initial sounds in words</p> <p>Begin to recognise some letters</p> <p>Name writing</p>	<p>Listening and joining in stories and rhymes</p> <p>Oral blending and segmenting</p> <p>Hear and say initial, medial and end sounds in words</p> <p>Begin to recognise letters</p> <p>Name writing</p>	<p>Recalling main events, setting and characters</p> <p>Begin to recognise and spell some words</p> <p>Know that information can be relayed in the form of print</p> <p>Non-fiction books and their key features</p>	<p>Non-fiction books and their key features</p> <p>Write own information text</p> <p>Recalling main events, setting and characters</p> <p>Have a go at writing about stories</p>	<p>Story structure and story endings</p> <p>Use finger spaces, full stops and capital letters with support</p> <p>Writing for variety of purposes</p> <p>Phase 3/ 4/5 phonics</p>	<p>Non-fiction books and their key features</p> <p>Writing own stories and information texts</p> <p>Story structure and story endings</p> <p>Use finger spaces, full stops and capital letters with support</p>
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	<p>Mark making about favourite toys / birthday / family</p> <p>Tell someone about our writing</p> <p>Phase 1 / 2 phonics</p>	<p>Tell someone about our writing</p> <p>Look at books independently</p> <p>Phase 2/ 3 phonics</p> <p>Working towards write recognisable letters (ELG)</p> <p>Working towards Spelling words by identifying sounds (ELG)</p>	<p>Writing questions</p> <p>Phase 3 / 4 phonics</p> <p>Working towards demonstrating understanding of what has been read to them (ELG)</p> <p>Anticipate where appropriate key events in stories (ELG)</p>	<p>Begin to recognise and spell some words</p> <p>Know that information can be relayed in the form of print</p> <p>Phase 3 / 4 phonics</p> <p>Working towards say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Working towards read words consistent with their phonic knowledge (ELG)</p>	<p>Working towards write simple phrased and sentences that can be read by others (ELG)</p> <p>Working towards read words consistent with their phonic knowledge (ELG)</p>	<p>Phase 3/ 4/5 phonics</p> <p>Working towards write simple phrased and sentences that can be read by others (ELG)</p> <p>Working towards read words consistent with their phonic knowledge (ELG)</p>
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On going – use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG)

<p>Mathematics</p> 	<p>Number rhymes</p> <p>Counting objects using 1:1 correspondence</p> <p>Comparing groups of objects – more/less</p> <p>Ordering numbers</p> <p>Positional language</p> <p>Size language</p> <p>Looking in depth at numbers 1- 10</p> <p>Working toward have a deep understanding of number to 10 (ELG)</p>	<p>Continue with number recognition and counting skills</p> <p>Counting forwards and backwards in 1's</p> <p>1 more and 1 less than a number</p> <p>Exploring 2D shapes names and properties</p> <p>Building models and pictures using 2D shapes</p> <p>Looking in depth at numbers 1-20</p> <p>Working towards compare quantities up to 10 in different contexts (ELG)</p>	<p>Continue with number recognition and counting skills</p> <p>Ordering numbers</p> <p>Addition and subtraction</p> <p>Sharing</p> <p>Capacity</p> <p>Weight</p> <p>Estimation</p> <p>Working towards verbally count beyond 20 (ELG)</p>	<p>Continue with number recognition and counting skills</p> <p>Ordering numbers</p> <p>Money</p> <p>Estimation</p> <p>Working towards automatically recall numbers bond to 5 and some number bonds to 10 (ELG)</p>	<p>Continue with number recognition and counting skills</p> <p>Ordering numbers</p> <p>Addition and subtraction</p> <p>Problem solving</p> <p>Exploring 3D shapes</p> <p>Estimation</p> <p>Working towards explore and represent patterns with numbers up to 10 including evens and odd, double facts (ELG)</p>	<p>Continue with number recognition and counting skills</p> <p>Ordering numbers</p> <p>Addition and subtraction</p> <p>Problem solving</p> <p>Working towards explore and represent patterns with numbers up to 10 including evens and odd, double facts (ELG)</p> <p>Working towards automatically recall numbers bond to 5 and some number bonds to 10 (ELG)</p>
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On going all children will participate in a daily number session where they will focus on key number skills, recognising, counting and writing numbers. Looking at developing a deep understanding of numbers and their composition.

<p>Understanding of the World</p> 	<p>My family Talk about things I have observed and experienced</p> <p>Old toys and old household items</p> <p>Working towards know some similarities and differences between things in past and now (ELG)</p> <p>Working towards understand important process and changes in the natural world etc (ELG)</p>	<p>My community Learning about and recounting my experience of different festivals and celebrations in our world and around the world fireworks, Diwai, Christmas</p> <p>Use simple computer programmes/lpads to produce patterns and pictures – fireworks</p> <p>Working towards talk about lives of the people around them (ELG)</p> <p>Working towards understand the past through setting, characters and events encountered in books read in class and storytelling. (ELG)</p>	<p>Technology in homes and schools – making pancakes, looking at old technology</p> <p>Talk about changes, pancake ingredients to pancakes.</p> <p>My community Learning about and recounting different festivals and celebrations in our world – Chinese New Year</p> <p>Working towards talk about lives of the people around them and role in society (ELG)</p> <p>Working towards understand important process and changes in the natural world etc (ELG)</p>	<p>Observations and discussing of animals</p> <p>Use choice of technology to record chicks</p> <p>My community Learning about and recounting different festivals and celebrations in our world - Easter</p> <p>Working towards talk about lives of the people around them (ELG)</p> <p>Working towards understand the past through setting, characters and events encountered in books read in class and storytelling. (ELG)</p> <p>Working towards explore natural world around them, making observations an drawing pictures of animals and plants (ELG)</p>	<p>The world – learning about our local environment/ compare to seaside/Island/other countries</p> <p>Handa’s surprise</p> <p>Lost and Found</p> <p>Working towards know some similarities and differences between natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG)</p> <p>Working towards explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps (ELG)</p>	<p>Growing and planting.</p> <p>Observations and discussions of plants. – sunflowers, beans</p> <p>Grow plants in different conditions.</p> <p>Difference in past to now- comparing baby to themselves now and talking about their school year</p> <p>Working towards explore natural world around them, making observations an drawing pictures of animals and plants (ELG)</p> <p>Working towards understand important process and changes in the natural world etc (ELG)</p>
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On going through stories at the end of the day – understand the past through settings, characters and events encountered in books read in class and storytelling.
 Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
 Knows 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						
	<p>Imaginative play – exploring my home and family</p> <p>Joining in with nursery rhymes (and songs)</p> <p>Explore how colours can be changed and what happens when they are mixed – Autumn leaves</p> <p>Making and constructing with different objects – variety of construction toys</p> <p>working towards safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p>	<p>Explore and talk about different materials and textures - Diwali pots</p> <p>Explore/experiment colour and design – firework pictures</p> <p>Explore Making and constructing with different objects – variety of construction toys</p> <p>Christmas cards and calendars</p> <p>Working towards perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music (ELG)</p> <p>working towards safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p>	<p>Represent own ideas through junk modelling - Police vehicles, fire engines,</p> <p>Represent own ideas - Superhero capes</p> <p>Experiment with materials – superhero capes</p> <p>Represent own ideas – design and make own superhero vegetable</p> <p>Making musical instruments</p> <p>Chinese New Year Dragon Dance</p> <p>Working towards perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music (ELG)</p>	<p>Use different materials to create pictures of animals animal homes</p> <p>Explore musical sounds to represent different animals</p> <p>Listen to carnival of the animals and respond through music and dance</p> <p>Make up own animal dances</p> <p>Draw pictures of spring flowers and COD of chicks</p> <p>working towards safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)</p> <p>working towards share their creations, explaining the process they have used (ELG)</p>	<p>Represent own ideas through junk modelling - make pirate ship</p> <p>Talk about ideas and processes and adapt where necessary</p> <p>Painting seaside / island pictures</p> <p>Weaving</p> <p>Sea sounds using musical instruments.</p> <p>Clapping in time to music, loud and soft.</p> <p>working towards share their creations, explaining the process they have used (ELG)</p> <p>working towards invent , adapt and recount narratives and stories with peers and their teacher (ELG)</p>	<p>Explore how colours can be changed and what happens when they are mixed – colour mixing pictures of plants</p> <p>Van Gogh sunflowers</p> <p>COD of flowers and plants</p> <p>working towards invent , adapt and recount narratives and stories with peers and their teacher (ELG)</p> <p>working towards share their creations, explaining the process they have used (ELG)</p>
Ongoing make use of props and materials when role playing characters in narratives and stories , sing range of well known nursery rhymes and songs (if allowed Covid 19 regulations)						

2020-2021

Planning has been adapted to reflect the fact we are early adopters of the EYFS reforms.

We will assess where the children are at when they start school and build on their starting points and adapt our planning accordingly.

We expect to spend more time on phase 1 of letters and sounds and our planning reflects this.

We will focus on the prime areas in the first few weeks with an emphasis on personal, social and emotional development.