

## Armfield Reception Class Long Term Plan 2020-21

	Autumn 1 Ourselves	Autumn 2 Into the Woods	Spring 1 Journeys	Spring 2 Its Alive!	Summer 1 Growth and Change	Summer 2 At the Seaside
<b>Wows</b>	School Chef People who help us around school and in the community	Trip to the Woods	Bus/Tram ride	Zoo Trip	Allotment visit	Walk to the Beach Ugly Bug Ball
<b>Parental Engagement</b>	Transition Stay and Plays Harvest Assembly	Reading/Phonics Workshop Nativity Christmas Crafts - Stay and Play	Maths Workshop	Mothers Day Events	Father's Day event Stay and Play	Reception Showcase Sports Day

*Prime Areas of Development*

<b>Physical Development (PD)</b>	<p><i>Moving and Handling</i></p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and changing direction to avoid obstacles.</p> <p><i>Health and Self-Care</i></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><i>Moving and Handling</i></p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show increasing control over an object in pushing, patting, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Begin to form recognisable letters</p> <p><i>Health and Self-Care</i></p> <p>Eats a healthy range of foodstuffs and understands need for variety in food</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><i>Moving and Handling</i></p> <p>Handles tools, objects, construction and malleable materials safely and within increasing control.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><i>Health and Self-Care</i></p> <p>Practice some appropriate safety measures without direct supervision.</p>	<p><i>Moving and Handling</i></p> <p><b>Early Learning Goal</b> <b>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></p> <p><i>Health and Self-Care</i></p> <p><b>Early Learning Goal</b> <b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</b></p>
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<p>Personal, social and emotional development (PSED)</p>	<p>Children have opportunities over time to get to know everybody in their class.</p> <p>Children try new activities and say why they like some activities more than others.</p> <p>Children talk about how they and others show feelings.</p>	<p>Form positive relationships with adults and other children.</p> <p>Playing together and taking turns</p> <p>Confident to speak in a familiar groups</p> <p>Talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p>	<p>Shows sensitivity to others needs and feelings</p> <p>They talk about their ideas and will choose the resources they need for their chosen activity.</p> <p>They work as part of a group or class and understand to follow the rules.</p>	<p>Take into account others ideas when organising an activity</p> <p>Children say when they do or don't need help</p> <p>They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p><b>Early Learning Goal</b></p> <p><i>Making Relationships</i></p> <p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><i>Self-confidence and Self Awareness</i></p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>Managing Feelings and Behaviour</i></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p>Communication and Language (CL)</p>	<p>Children listen attentively in a range of situations.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</p>	<p>Listen to stories accurately and anticipate key events and respond to what they hear with relevant comments.</p> <p>They answer how and why questions about their experiences and in response to stories and events.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>They give their attention to what others say and respond appropriately while engaged in another activity.</p> <p>Listen and respond appropriately to peers and adults.</p> <p>They develop their own narratives and explanations by</p>	<p>They give their attention to what others say and respond appropriately while engaged in another activity.</p> <p>Listen and respond appropriately to peers and adults.</p> <p>They develop their own narratives and explanations by</p>	<p><b>Early Learning Goal</b></p> <p><i>Listening and Attention</i></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><i>Understanding</i></p>

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			connecting ideas or events  Following instructions and re-calling instructions given.	connecting ideas or events  Following instructions and re-calling instructions given.	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.  <i>Speaking</i>  Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events	
Texts to support teaching and learning	Starting School Same but different I don't want curly hair Rosies Walk  <b>Traditional Tales</b> Little Red Hen	The Foggy Foggy Forest Gruffalo Owl Babies  <b>Traditional Tales</b> Goldilocks and The three Bears	The Naughty Bus The Goodnight Train 100 Double Decker Bus  <b>Tradition Tales</b> Little Red Riding Hood	Wanted – Have you seen the Alligator A tiger came to tea The Great Pet Sale Animals from around the world  <b>Traditional Tale</b> Three Billy Goats Gruff	Norman the Slug Bog Baby Oliver's Vegetables The Good Brown Earth The King of Tiny Things Life cycles and growing  <b>Traditional Tale</b> Jack and the Beanstalk	Billy's Bucket Sharing a Shell Mermaids  <b>Tradition Tale</b> Cinderella
<b>Specific Areas Of Learning</b>						
English	<b>Reading</b> Recognise some initial letters Read some simple VC and CVC words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and know which letters represent some of them. <b>Writing</b> - Write own name Write some initial sounds Write simple words. <b>Phonics</b> - Phase 2	<b>Reading</b> Recognise and read key HFW. Read some simple VC and CVC words and sentences. Hears and says the sounds in words using phoneme frames. = <b>Writing</b> - Write own name Write some initial sounds Write simple words. Begin to record simple captions and labels <b>Phonics</b> Phase 2/ Phase 3 for HA	<b>Reading</b> Continue to recognise and read key HFW. Read CVC sentences. Use phoneme frames to write words and sentences with phase 2/3 sounds in them. <b>Writing</b> - Write own name Write some initial sounds Write simple sentences using VC and CVC words. Record simple captions and labels using phase 2/3 sounds. Begin to write for a purpose, <b>Phonics</b> - Phase 3	<b>Reading</b> Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3 sounds in them. . <b>Writing</b> - When writing use Phase 3 letters and sounds to support what is being written. <b>Phonics</b> Phase 3	<b>Early Learning Goal</b>  <i>Reading</i>  Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.  <i>Writing</i>  Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	

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					<p><b>Reading</b> Continue to recognise and read key HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3/4 sounds in them. <b>Writing</b> - When writing use Phase 3/4 letters and sounds to support what is being written. <b>Phonics</b> – Phase 3 Consolidation</p> <p>Consolidating what has been taught to ensure children have the confidence and stamina to write at length. Children begin to include detail in what they write and can read what they have recorded unaided. Phase 4</p>	
Maths	<p><b>Numbers (Using numbers 1 – 5)</b> Children count reliably with numbers from 1 to 5.</p> <p>Children use everyday language to talk about mass and capacity.</p> <p>They recognise, create and describe patterns.</p>	<p><b>Numbers (Securing numbers 1-5)</b> Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Children use it everyday to talk about position.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p><b>Numbers (Using numbers 1 – 10)</b> Children count reliably with numbers from 1 to 10</p> <p>Children use everyday language to compare quantities and objects and to solve problems.</p>	<p><b>Numbers (Securing numbers 1-10)</b> Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Children use everyday language related to time and money.</p>	<p><b>Numbers (Using numbers 1 – 20)</b> Children count reliably with numbers from 1 to 20</p> <p>Solve problems including doubling, halving and sharing</p> <p>Children explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>	<p><b>Early Learning Goal</b></p> <p><i>Numbers</i></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><i>Shape, Space and Measure</i></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>

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<p>Understanding the World</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (Revisited each half term)</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>Early Learning Goal</b></p> <p><i>People and Communities</i></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><i>The World</i></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><i>Technology</i></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
<p>EAD</p>	<p>Autumn crafts - Using a range of natural materials, tools and techniques.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Christmas Crafts - Salt Dough</p> <p>Festival of light - Diva Lamps</p> <p>Play imaginatively</p> <p>Colour mixing</p>	<p>Create simple rhythms using different instruments</p> <p>Chinese New Year</p> <p>Dance/crafts</p> <p>Holi</p> <p>Create props to support and enhance role play</p>	<p>Easter Cards/craft</p> <p>Mother Day</p> <p>Explore musical instruments</p> <p>Observational drawings</p>	<p>Clay frogs</p> <p>Draw and paint beanstalks</p> <p>Observational drawing of mini beasts including bees, frogs, caterpillars and butterflies</p> <p>Use a variety of materials and textures to create beanstalks</p> <p>Sand Sculptures</p> <p>Play cooperatively to build in role and imaginary play</p> <p>Learns simple musical concepts such as Pitch and rhythm</p>	<p>Early Learning Goal</p> <p><i>Exploring and using media and materials</i></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><i>Being Imaginative</i></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

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Other Areas of Learning						
Festivals and Celebrations	Harvest Festival Remembrance Day	Bonfire Night Christmas Diwali Hanukkah	Chinese New Year Shrove Tuesday Mothers Day St David's Day St Patrick's Day	Easter New Life Holi	St Georges Day	Fathers Day National Mud Day
Famous Artists/skill	Self portraits	Jackson Pollock Firework inspired Colour mixing	Hundertwasser inspired artwork Transport	Monet inspired art Nature in art Still life – spring flowers	Eric Carle inspired art Mini beasts Texture/pattern Matisse Snail Art	Goldsworthy Sand art /pebbles natural objects
British Values Citizenship	Respect Democracy Diversity New Beginnings  Learn to respect other people – we are all special. Deciding on role-play in the classroom – beginning to vote and learning about democracy.	Responsibility Kindness Tolerance  How to solve own problems Learn to respect other people How to be a good friend.	Effort Honesty Relationships Rule of Law  Reflect on the positive skills we have Recognise that we like different things and that is 'ok.' Learn to respect other people's ideas Continue to learn what is 'right' and 'wrong.'	Individual Liberty  Learn about how we have changed from being a baby Think about what we want to improve	Team work Good to be me Respect  Learn about how we are good friends Learn what to do when things do not 'go our way'. Continue to learn what is 'right' and 'wrong.'	Courage Changes Tolerance  Begin to learn how change makes me feel Begin to learn how I can help myself deal with change Begin to know that other people feel sad too sometimes and I can help them.