

Reception long term planning 2018-19(based on the Early Years Foundation Stage curriculum)

| Areas of Development | | Topic titles | Treasure Trove of Colour. What colours are around us? | Come and Celebrate! Which celebrations happen in winter? | Food Glorious Food and Water How does our world provide for us? | In The Deep Dark wood.... How are places different from where we live? | When I Grow Up! What jobs do people do and why? | Top Gear How do you invent something new? |
|--|---|--------------|---|---|--|---|---|--|
| Prime areas | Personal, Social and Emotional Development | | Building relationships | Playing and sharing | Understanding a range of feelings | Understand that actions can affect others | Resolving conflicts | Empathising with others |
| | Physical Development (Continuous provision planned across the year for fine and gross motor skills and health and self-care) | | <u>Gymnastics</u> - Use of Space. <u>Games</u> - Focus on using beanbags. | <u>Gymnastics</u> -Stretching and Curling. <u>Games</u> - Focus on using a ball. | <u>Dance</u> - Moving and responding to music. <u>Games</u> - Focus on using hoops and quoits. | <u>Dance</u> - Moving and responding to music. <u>Games</u> - Focus on bats and balls. | <u>Gymnastics</u> - Travelling over and under. <u>Games</u> - Focus on Sports Day Activities | <u>Dance</u> - Sequence movements. <u>Games</u> -Team games. |
| | Communication and Language | | All about me | Role play: nativity | Share with own ideas | Extending and exploring vocabulary | Listens to others views | Explain ideas answering 'how?' and 'why?' |
| Specific areas | Literacy | | Non-fiction: colours. Listening to stories and nursery rhymes. Mark making. Writing sounds and simple words. | Non-fiction: labels and captions. Traditional stories. Alphabet books, rhymes and songs. Writing sounds and simple words. Sentence construction (Rainbow Grammar introduced) | Non-fiction: instructions Predictive structures and patterned language. Writing captions. Rainbow Grammar Writing simple sentences. Spelling HFW | Non-fiction: lists and instructions Poetry. Writing simple sentences. Spelling HFW | Non-fiction: recounts - shared experiences. Narrative language features. Writing simple sentences. | Non-fiction: information texts. Narrative language features. Writing stories and reports using simple sentences. |
| | Mathematics | | Counting and understanding number system. 2D/3D shape. | Counting and understanding number system. Calculating. Measuring. | Counting and understanding number. Calculating. Measuring. | Counting and understanding number. 2D/3D shape. Measuring. | Counting and understanding number. Calculating. Money. Time. | Counting and understanding number. Calculating. 2D/3D shape. Money. Time. |
| | Understanding the World | | Seasons and changes. <u>RE</u> -Belonging. <u>Science</u> - Using our senses. <u>ICT</u> - Using simple computer programs Learn pads and computers E safety | Winter. Hot and cold food. <u>RE</u> - Celebrations. <u>Science</u> - Light and dark. <u>ICT</u> - Using programmable toys. Keyboard and mouse skills. Able to log on independently. E safety | Weather and clothing. <u>RE</u> - Ways of seeing the world. <u>Science</u> - Healthy diet and food production <u>ICT</u> - Using simple computer programs to record ideas E safety | Spring. Features of different places and who lives there <u>RE</u> - Easter. <u>Science</u> - Life cycles. <u>ICT</u> - Using digital camera and learn pad video E safety | World of work, people near and far. <u>RE</u> - Worship. <u>Science</u> - Plants. <u>ICT</u> - What technology is in our lives E safety | Summer. <u>RE</u> - Belief and behaviour. <u>Science</u> - Our environment Use of resources. Materials. Investigating and design <u>ICT</u> - How can we use our ICT skills to help us learn? E safety |
| | Expressive Arts and Design | | <u>Music</u> - Songs from memory <u>Art</u> - Painting, drawing. | <u>Music</u> - Songs from memory <u>Art</u> - Sculpture, printing. | <u>Music</u> - Beat and tempo. <u>Art</u> - Drawing, collage. Construction kits | <u>Music</u> - Loud and quiet <u>Art</u> - Textiles, collage. Construction kits | <u>Music</u> -High and low <u>Art</u> - Textiles, painting. Junk modeling | <u>Music</u> -Timbre <u>Art</u> - Sculpture, printing. Junk modeling |
| Write Dance and Dough Disco supporting development all areas during the year | | | | | | | | |

