

Reception Planning Yearly overview 2020-2021

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<u>Whole school/ Reception</u>	INSET days beginning and end of term Parent/Teacher consultations (week1) Curriculum workshop Harvest Fair Parent's Evening (week8) Free flow from wk 5 LSA appraisals Pupil progress meeting Cooking Individual photos	INSET day Write Dance Intervention Cooking Children In Need Xmas play Free flow Xmas party/ dinner Speech and language	Pupil progress meetings Parent's Evening	Walk to post office – Mother's day Stay and play World Book Day Bedtime story event Sport's Relief Easter bonnet parade/ service LSA appraisal mid-point review	INSET day SAT's Moderation Class photos Report writing TRIP to Court Farm	INSET day New Parent Evening New class visits (1xper class) Transition time to Year 1 Home visits for new starters School Summer Fair Sport's Week TRIP- Pam's Allotment
<u>Seasonal</u>	Autumn Harvest	Winter Diwali Bonfire night Christmas	Winter/ Spring Chinese New Year Shrove Tuesday	Spring Mother's Day Easter Sunday	Spring/ Summer	Summer Father's Day
<u>Homework</u>	Sharing books Reading books Sound books	Maths bags Tricky words/ reading Sound books	Maths bags Tricky words/ reading Sound books	Maths bags Tricky words/ reading Phonic homework habitat homework	Phonic worksheets/ Tricky words/ reading	Phonic worksheets/ Tricky words/ reading
<u>Topic</u>	Marvellous Me!	Light and Dark/ Space	Traditional tales/ Once upon a time	Countries and holidays 'Around the world'	On the Farm	Growing
<u>PSED</u>	Being me in my World Harvest/Diwali Being Welcoming to our new friends and	Celebrating Difference Christmas	Dream and Goals Easter Being able to focus and staying motivated even	Healthy Me How to keep healthy, and what we need to	Relationships How to make friends, how to stop myself from feeling lonely, (3),	Changing Me We are unique and special. (3) Naming body parts. (1)

	classmates, discussing/understanding that we are different and similar. Looking at photos of each other, talking about similarities and differences, recognising our new friends in the photos, looking at our eye colours, painting ourselves, talking about our abilities/things we are good at (1) Talking about our feelings, recognising and managing them, and what we can do to make our class/school a better place Working together to make school a better place, that we all have a right to learn, carpet times, sharing stories and experiences, looking after our equipment, putting it out and returning it to the correct place (classroom and freeflow) Being kind and gentle and caring about other people's feelings, using kind hands and words (1) We all have rights, we should all be allowed to learn and play, and we should try and work well with others (1) Introduce Golden Rules, thinking about us as	Talking about our talents, things we find easier/harder (2) Making sure we try and include others in our play, knowing that we are special, we are different from everyone else and that makes us special, what to do if others are not being kind (2) We all have a home and our home is a special place and what makes it special We try to use kind words, explaining to each other how we can be kind, talking about what we can do to be a kind friend (2) How we can give or receive compliments, what to do or say if others are not being kind, how we can stand up for ourselves (2)	when things are difficult, trying to persevere (1) Keep on trying even if things are difficult (2) Working well in a group, having goals and working towards them (1) Having a positive attitude, using kind words to encourage others (3) Helping others to achieve their goals, talking about our own goals for the future and having the right attitude (3) Working hard to achieve our own goals, feeling proud of what we have done	do, making healthy choices Eating well with a good diet, how to exercise, resting and movement are good for me, how sleep is important, knowing how to get to sleep Being physically active is important How to be a good friend (3), how to have healthy relationships (2) Being able to wash my hands, especially before food and after using the toilet Being calm in different situations, understanding what a stranger is and how to stay safe (1)	talking about me and my family, jobs I do within my family, knowing where I belong Respecting others, understanding how unkind words affect others (3) Trying to calm myself down to be able to manage my feelings	Things I can do to stay healthy (2) and respecting my body Growing Up, noticing changes from babies to adults Talking about how we feel moving to Year 1 (1) what to do if we are worried about change and who to talk to (2) Looking forward to change and all we have achieved in Reception (2)
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	learners, using the traffic light system to promote good behaviour (1)					
<u>CLL</u>	Listening and attention games(1) Speaking games(1) 'Special toy' Retelling stories through PIE Corbett style (1) Rhymes and rhyming activities (1)	Listening skills/ games/ classroom rules and expectations(2)/ favourite story bags Christmas play to retell/ songs to learn/ story square Christmas story (1)	Link to Jigsaw objectives talking about right and wrong/ good and bad and how to talk about their feelings/ children to use PIE actions to retell traditional tales (2) / favourite story bags/ sentence stems (Oracy) (1) Rhymes and rhyming activities (2)	PIE actions to different stories (3)/ sentence writing/ fiction and non-fiction/ talk about the world and animals in it (link to KUW), use of nests, onions and other oracy talking groups (2)/ rhyming string/ 'Turn the tide' discussions	PIE actions to story of Rosie's walk/ Enormous turnip (3) / recap of farm trip/ non-fiction books/ encyclopaedia Hot seating the characters from story; Questions for farmer during visit to the Farm – talking about the farm trip and what they can remember? Talk about their preferences and understanding their's can be different from others.	Story sequencing Jack and the Beanstalk Retell (3) Jack and the Beanstalk Hot Seating – questioning the characters; role-playing each character – answering how and why questions, different scenario questions – what would you do if...? Rhyming activities (3)
Writing assessments	Name writing assessment (1) / Speaking assessment 'special toy'	CVC list writing for topic based words (1)	Story-telling using narrative –choose a picture from beginning/ middle or end to write a sentence (2)	Fiction writing about an animal from either a hot or cold country (polar bear or elephant) (2)	Retell Rosie's Walk /Enormous turnip story writing. Can you write the story? (3)	Jack and the beanstalk/ Supertato – creative writing – what would be at the top of your beanstalk? What kind of superhero would you be? (3)
Phonic assessment		Week 3	Week 5		Week 1	End of term
Tricky word assessment		Given out week before teaching	On-going assessment			
<u>PD</u>	P.E – apparatus - balancing (1) Funky Fingers- fine motor skills Hygiene (1) Getting changed (1) Observe gross motor Play time (1) Name writing (1)	Write dance intervention Apparatus balancing and climbing (upper body strength) (2) Gymnastics Cutting skills (1) Getting changed (1/2) Hygiene (1/2) Funky Fingers- fine motor skills Firework Dance (1)	Write dance/ handwriting intervention Dance (1) Threading (1) Funky Fingers- fine motor skills Cutting (2) Threading (1) Manipulative Skill (1)	Handwriting intervention Yoga (1) Manipulative skills (2) Threading (2) Funky Fingers- fine motor skills Cutting skills (2) Name writing (2) African Dance (2)	Manipulative skills (2) Apparatus Balancing, climbing, up and over, jumping and landing (3) Hygiene (3) Funky Fingers- fine motor skills Getting changed (3)	Cardio games- CPD (1) Fitness Games(2) Funky Fingers- fine motor skills Aesthetic Skills (1) Name writing cert (3)

<u>Lit</u>	Phase 1 L&S Phase 2 L&S Starting school books; Books about talents e.g. Barry the fish with fingers CVC writing for the little red hen story (1) Ordering the story of the Little Red Hen (3 pictures)	Phonic assessments/ tricky word assessments CVC (2) and caption writing (1); List writing (1)	Phase 3 phonics/ tricky words/ CVC (3)/ caption (2)/ sentence writing (1); story writing – The Gingerbread man/ the 3 billy goats gruff (1)	Mother's day writing – letter template (1) Information about the World and different countries books/ globes (1) Non-sense and real word sorting (1) Passport writing (1) Lost and Found story – writing templates (2)/ Handa's surprise Tricky word hunt Fact writing about Polar bears/ elephants (1) Card writing (1)	Phase 4 (CVCC/ CCVC) alternative spellings; Tricky words- reading and writing Holiday news writing Recount of the trip (1) Non-fiction writing (2)farm animal Retell writing Rosie's Walk (3) Letter to Farmer (1)	Phase 4 (CVCC/CCVC) Alternative spellings- phase 5, polysyllabic words Tricky words- reading and writing Rhyming (3) Alternative Jack and the Beanstalk stories Retell Jack and the Beanstalk Creative writing- top of own Beanstalk (2) Letter- responding to Jack and the Giant, (2) Supertato Diary- bean growth (1) Ingredients to make Supertato Character profile- poster writing (2) Speech bubble writing
<u>Maths</u>	Baseline Initial Number assessment Numbers: counting and recognition Recognise numerals of personal significance Recognise numerals 1 to 5, then 6 to 9 Counts up to three or four objects by saying one number name for each item. Introduce touch, say, move when counting objects (1)	Focus on numbers to 10 consolidation Order numbers from 0 to 5, 0 to 10, 0 to 20 Numbers: addition and subtraction Finds the total number of items in two groups by counting all of them Demonstrate adding objects by the touch, move, say approach (2) Says the number that is one more than a given number (1)	Focus up to 20 – teen numbers Numbers: counting and recognition Introduce numbers 11 to 20 (1) What makes up the number? Model using Numicon. Where does the number come on a number-line? What is one more, one less? (2) Counting forwards and backwards from a given number (1)	Numbers: counting and recognition Continue to introduce numbers 11 to 20 (2) 20 and 12 comparison How Big is a Million? (book) – talk about big numbers (1) Look at the hundred- square, use arrow cards Counting forwards and backwards from a given number (2) Focus on one less Numbers: subtraction and addition	Numbers: counting and recognition Children recognise numerals 1 to 20 (3) Counting forwards and backwards from a given number (3) Use a number-line to revisit one more/one less than a given number (3) Count in 2s (bus, shoes, socks) and 10s (hundred-square, songs) (2)	Consolidation End of year assessment Numbers: counting and recognition Counting in 5s (hands, count in fives song)(2) Read How Many Jelly Beans? – talk about big numbers (2) Estimating / sharing – how many Jelly Beans / sprouts? Estimate and then check by counting (4) Problem solving / sharing – share nine

	Count actions or objects which cannot be moved Select the correct numeral to represent 1 to 5 objects Count an irregular arrangement of up to 5 (6, 7 and 8) objects Estimating – use tiles featuring objects (1) Comparing quantities – eye colour chart Shape, space and measures Comparative language – order three items by length (vocab: longer, shorter, longest, shortest) (1) Measure – capacity of containers (vocab: full, half full, empty) (1) Shape – beginning to use mathematical names for ‘flat’ 2D shapes, and mathematical terms to describe these (1) Pattern – Introduce. Two colour repeating pattern printed on Harvest hats (1)	Finds one more or one less from a group of up to five objects Add numbers up to 5 (ext to 10 for challenge) beginning to use the vocabulary involved in adding and subtracting Add coins when buying milk/fruit – total of up to 5p (1) Estimating – stars on a board (2). Model how to cross off an object once you have counted it Shape, space and measures Money – begin to use everyday language related to money. Introduce coins: pay for fruit, shop role play (1) Shape – recap the shapes looked at last term. Use mathematical terms to describe shapes (2). Shape pictures – fireworks Pattern – sing song ‘Clap your hands and stamp your feet’. Use familiar objects and common shapes to create and recreate patterns (2)	Counting on from different numbers Introduce grouping to aid counting (gingerbread men). Group in 5s and 10s (1) Estimating – how many gingerbread men? Check by counting (3) Numbers: addition and subtraction Demonstrate language of more/ less/ fewer – class goat game Snappy number facts to 10 using Numicon Using quantities and objects, add two single-digit numbers and count on to find the answer – gingerbread men on baking trays e.g. $4+3=7$ (2) Subtraction – discussion about subtraction, numbers getting smaller. Animals in field or cars in garage. Understanding taking away as counting backwards or finding the difference (1) Shape, space and measures Comparative language – order items by length or height (goats / trolls) (2) Order children by height (vocab: shortest,	Children understand subtraction as counting backwards to find the answer or add what’s left (find the difference) (2) – Penguin subtraction game Introduce number bonds to ten (song) – use Numicon. Say in a sentence. Use 10 frame (1) Shape, space and measures Pancake Day – halves and quarters using pancake Weight – Fruit: comparing / balancing (vocab: heavy, heavier, light, lighter). Use balance scales Shape – 3D shapes. Use correct names – sphere, cube, cuboid, pyramid (square based, triangular based), prism, cylinder, cone Espresso Maths 3D shape Feely bag – faces, corners, edges Time – use everyday language related to time. Talk about o’clock. Sequence the day activity	Numbers: addition and subtraction Number bonds to ten (2) – boards and magnetic counters, number cards, Numicon, partner numbers, Education City, song Doubling – introduce. Powerpoint double numbers. Sing Double Trouble song. Ladybird doubles	objects (food) fairly. Share them two ways (two plates). Can we share nine equally? Explain ‘one remainder’. Introduce a third plate. Can we share them fairly now? Shape, space and measures Positional language – position object (teddy, car, doll etc) to match a given word Numbertime - Season 2, Episode 16 Side by Side Children to follow positional language instructions Non-standard measures – Read book ‘All about Measure’ Giant’s footprint – discuss length and width. Use Duplo bricks/Unifix. Estimate and then check (4) Use string/wool to measure a chair, table, stool etc. Compare lengths. Which is longest, shortest, longer, shorter? (3) Money – Read What is money? Recap coins – 1p, 2p, 5p, 10p. Shop role play to buy objects labelled with prices (2) Jasper’s Beanstalk
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			tallest, shorter than, taller than) Measure – capacity of containers (vocab: full, half full, empty) (2)			Days of the week – sing song. There are 7 days in a week, 28 – 31 days in a month etc Problem solving – Jasper planted his bean on Monday. It grew 1cm a day, but on Friday it grew 2cm. How big was it then? Use Unifix cubes to work out. Measuring in cms – demonstrate. Which is the tallest/shortest?
<u>KUW</u>	Computers in class (1) Harvest – crops (1) Bread making(1) Family pictures (1) Similarities and differences: eye chart (1) Super Star: What is special about me?(1) All about me books, with illustrations to reflect their growth and development.(1) Discuss the new free flow area, how is it similar to our own gardens? How can we look after it?(1) Introduce Beebots / caterpillar from Nursery. How many Beebots long/tall are we?(1) During the walk around the school, locate and discuss the different forms of technology around school. Look at keypad entry systems,	Topic on light and dark. ICT – firework pictures; Diwali/ Bonfire night Learn about Diwali,(1) Make lamps, cards and rangoli patterns.(2) Discuss nocturnal and diurnal animals, discuss similarities and differences, cut and stick activities.(2)	Changes in materials through making GBM/ looking at different settings link to TTBGG story(1) Discuss Christmas celebrations / traditions and how not all people celebrate in the same way or at all!(2) Use different materials eg dough, paper, card, lego to make bridges, discuss why some materials are better for the purpose than others. Discuss investigative / experimental approach.(1) Make gingerbread men.(2) Use 2Simple to draw troll pictures/ 3 Billy Goats.(2)	Location of different parts of the world Comparing different climates – hot and cold(1) Floating and sinking(1) Make chocolate nests and discuss the melting process and change(1) Freeze animals in a bowl, make ice hands / balloons. Investigate and discuss what happens to the ice as it melts. (1) Get the children to select different shaped containers as a class / group to freeze to see and discuss the change.(1) Ice investigation into making ice last longer.(1) Discuss global warming in the context of polar	Farms- purpose, history, products, similarities and differences(3) What do animals need, how can we look after them(3) Lifecycle- hen ICT-2 Paint a picture of farm animal Visit Court Farm, discuss and write about the similarities and differences between the animals.(3) Carry out a class farm animal venn diagram sort where children select different features to group pig, sheep, cow, hen etc by.(3) Use 2Simple to draw a variety of farm animals. (3) Use Simple City farm and vet areas.(3)	Bean Growing Experiment(2) Grow- cress(1) Lifecycle- beans(2) Sorting healthy and on- healthy foods(3) Food around the world(2) Have ladybird larvae in and watch and record growth and change.(3) Plant potatoes, grow, eat and cook! Discuss the changes that happen during the whole process from “chitting” to eating!(2) Visit to the allotments discuss the influence of human activity.(1)

	photocopier, computer suite, cookery room.(1) Bread making, linked to harvest.(1) Use "Peepo" book and historical resources to illustrate and discuss the past.(1)			bears, how we can help.(1) Compare Africa and Antarctica, make snowy 3D scenes and paint African landscapes.(3) Use the globe to locate different places.(2) Discuss and explain the climate variations in simple terms. Discuss how Portishead varies to either Africa or Antarctica.(1) Make maps / landscapes from recyclable resources. Make salt dough fruit.(3) Floating and sinking of different fruit and objects.(1) Visit from Portishead based group to save our sea.(2) Discuss global warming in the context of polar bears, how we can help. Look at video extracts illustrating the plight of animals at sea caught in pollution.(2)	Use Modelling program to make a variety of mixed up animals.(3) Make salt dough animals.(3)	
<u>EUMM</u>	Self-portrait painting (1) Junk modelling (1) Cooking (1) Autumn art Artists – Kandinsky (1) Collage (1) Drawing (1) – my family	Firework painting (1) Singing (1) Performance Nativity (1) Drama (1) Dance/play (1) Wax resist (1) Clay (1) Junk models –rockets (1) Construction own choice (1)	Troll making out of clay (2) painting settings (2) symmetry (1) trolls Dance (2) Character ball Construction/bridges (2)	Line Drawing (1) penguins, polar bears and giraffes Snowflakes – fine motor Clay (3) transient Salt dough Mod rock (1) Camouflage painting Water colours (1)	Large group map of Court Farm- mixed media (3) Collage- farm (3) Handprint hens Clay animal (3) Still life drawing root vegetables (2) Junk modelling- farm machinery (3)	Modelling (3)Paper plate beanstalk Paint what would be at the top of your beanstalk (3) Variety construction materials-(3) castles, beanstalks clay discs (3) Leaf rubbings

				Collage/team (2)	Cow and pig scale drawings (3) Toilet roll tractors Animal patterns	Still life painting (3) Watercolours (3)
	Role play (1) – home corner Small world; Songs; Dressing up	Role plat (1)Dark den Light and dark resources Own dances Making music	Making bridges/ junk modelling/ role play stories learnt in class Role play theatre Singing	Music – drumming workshop Polar tuff spot small world Big block animal enclosure Role play - Airport / Travel agents	Making farms using variety of materials- creative and construction Role- play- vets Small world farm Singing- Big Red Combine Harvester	Small world Castle (3) Role-play- Garden Centre Singing Dancing