



William Martin CofE Schools and Nursery & St James CofE Primary School
2020-21 Planning for Reception

Reception Long Term Planning 2020-2021

	Autumn 1 02.09.20 - 23.10.20 (7 weeks)	Autumn 2 02.11.20 - 18.12.20 (7 weeks)	Spring 1 04.01.21 - 12.02.21 (6 weeks)	Spring 2 22.02.21 - 26.03.21 (5 weeks)	Summer 1 12.04.21 - 28.05.21 (7 weeks) 03.05.21 & 04.06.21 - Bank Holiday	Summer 2 07.06.21 - 21.07.21 (7 weeks)
Topic	All About Me Harvest	Celebrations (birthdays, weddings, Christmas, Diwali)	Winter People Who Help Us	In their habitats (artic, jungle, woodland, zoo, farm) Spring	Once Upon A Time.....Fairy Tales	Growth/ Minibeasts Transition
Concepts	Friendship Respect Courage Change		Community Responsibility		Perseverance Confidence	Respect Change
Texts	Starting School by Ahlberg My Map Book by Sarah Fennelli Happy In Our Skin It's Harvest Time	The Christmas Story Embracing Our Differences - Twinkl eBook	Elmer In The Snow/ The Stick Man Charlie the Firefighter I Want to be a Doctor! The Zoo Vet Non-fiction texts	We're Going On An Egg Hunt (White Rose Maths) Bake Me A Story A Tadpole's Promise The Day You Begin by Jacqueline Woodson	George and The Dragon Jack and the Beanstalk Rapunzel Gingerbread Man	Jasper's Beanstalk The Growing Story by Ruth Crauss



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Hook			Class birthday party	Winter Science Day Visit from firefighter/ police	Spring walk	Fairy Tale Dress Up Day	Planting
	Events		Phonics/ Reading workshop Weekly Show & Tell from Week 2 - children organised into groups of 5/6 - email sent to parents to ask them to help children collect photos/ things to show	Audley End Christmas train trip? Trip to the church? Hot chocolate and mice pies Parent Reading	Winter Walk Chinese New Year	Spring Walk 14.03 Mother's Day - celebration for mums? (song/ cake/ squash) Easter Egg Hunt Trip to the farm?	23.04.20 St Georges Day
Literacy		Reading	Grey wordless books/ Dandelion Readers/ Pink Band	Pink Band	Pink to Red Band	Red Band	Red - Yellow Band
	Phonics	Baseline and Phase 1 revision (3 weeks max). Phase 2 sets 1, 2 and 3.	Phase 2 sets 4 and 5. Revise and consolidate.	Phase 3 sets 6 and 7, consonant digraphs and start vowel digraphs if ready. Learn alphabet - recognise upper and lower case.	Phase 3 vowel digraphs <i>ai, ee, igh oa, oo ar, or, ur, ow, oi, ear, air, ure, er</i> . Learn alphabet - recognise and write upper and lower case	Consolidate Phase 3 if needed (only 2 take weeks or risk not meeting expectation). Phase 4 CVCC and CCVC words.	Phase 4 2 syllable with adjacent consonants and revision.



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	Tricky word reading	and, I	and, the, to, into, no, do	he, she, we, me, be	was, my, you, they, her, all, are	said, so, have, like, some, come	were, there, little, one, do, when, out, what
	Tricky word spelling		I (as a capital letter)	the, to, into	no, go (also 'and')	he, she, we, me, be, was, you	they, all, are, my, her
	Writing <i>Always following the phonics being taught</i>	Name writing Daily letter formation Letter formation (linked to phonics) Talk for writing: A squash and a squeeze, Little Red Hen	Writing simple VC / CVC words Writing simple captions Finger spaces Talk for writing: The Gingerbread Man	Letter formation (linked to phonics) Writing simple captions and beginning to write sentences Full stops (Spring 2) Spell all phase 2 tricky words and HFW (in, at, on, and) Talk for Writing: Going for a song	Letter formation (linked to phonics) Writing a set of simple sentences Build up writing stamina - chn should be able to write a minimum of 3 sentences with a full stop. Talk for writing: Three Billy Goats Gruff, The Enormous Turnip		
	Fine Motor Skills	Daily continuous provision of funky fingers activities in the malleable area (playdough, cutting, large tweezers etc)					
Maths	White Rose Number Measure, shape and spatial thinking	Baseline Autumn: Just Like Me Its me 1 2 3! Light and dark Following new White Rose scheme 2020-2021		Spring: Alive in 5! Growing 6, 7, 8 Building 9 and 10 Following new White Rose scheme 2020-2021		Summer: On the move Superhero to 20 and beyond First then now Find my pattern Following new White Rose scheme 2020-2021	



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C&L		Continuous provision: carpet time, circle time, role play area, show and tell				
PSED	Concepts: FRIENDSHIP, Respect, Courage, Change, Community	Relationships: making friends Class rules Introduce circle time Feelings Worry Box Activity Texts: Noticing skin colour - Embracing our difference Twinkl e-book and resources Let's talk about race by Julius Lester The Day you Begin - Jacqueline Woodson	We Are All Different: Exploring diversity Read "Happy In Our Skin" and "We are all Different" We are all different discussion cards. What do you do if someone said something that made you feel uncomfortable? Has there been a time when you have been made to feel different from the people around you? How did that make you feel?	Safety: PANTS rule Stranger Danger Road Safety Safety in the home Internet safety Emphathetic discussion cards (Twinkl) Ensure a range of diverse people are represented throughout this unit.	British values: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs	Change and new beginnings Cody the caterpillar
Computing	Computing Purple Mash/Mini Mash	Use 2Simple to draw a picture of yourself and your family	Use 2Simple to create fireworks pictures Christmas pictures Email to Santa	Access and explore Simple City to find out more about different jobs. Access 2Explore (music) to explore different sounds and create patterns.	Use 2Create a Story to type captions / sentences / short stories.	



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	Coding				Human coding	Bee-bots
	Continuous Provision	Utilise the classroom computes and iPad throughout the year to access websites and games to support the teaching of maths and phonics. Access to class iPad, cameras, talking clipboards				
RE/ UW	RE Christian Value	Introduce class value	Forgiveness			
	RE Curriculum	Creation When God Made you by Matthew Paul Turner	Hinduism The Birth of Jesus		Easter	Other faiths
Geography/ UW	People	Understanding differences between us: family, heritage, languages spoke, countries of origin and beliefs			Caring for the environment: Animals/ endangered species Recycling	Life cycles
	Places	Developing an understanding of our immediate environment: Harlow. Understanding we are in England and talking about other countries of significance.				
	Weather	<i>Observing seasonal change throughout the year</i>				



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History/ UW	Chronology	Understanding how things change over time in our own lives	Celebrations talk about things they have celebrated in their own lives using the past tense	Timeline of children's lives			
	Historical events/ Understanding the past	Talking about events from the past	Bonfire Night				
Science		Materials: Solids, liquids and gases Water Properties of materials Natural & manmade materials Recycling & looking after our oceans Floating and sinking Science investigations/ awe and wonder experiments Seasonal changes		Life processes & living things: Animals Dinosaurs Nutrition & healthy Eating Our bodies Life cycles Minibeasts Science investigations/ awe and wonder experiments Seasonal changes		Physical processes: Light and dark - sources of light, shadows Day and night - nocturnal animals Sound and hearing Electricity Magnets Forces Science investigations/ awe and wonder experiments Seasonal changes	



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PE/PD	Cosmic Kids Yoga - daily	<p>PE lesson rules</p> <p>Gymnastics: Gym in the jungle I can confidently join a range of movements to create a short sequence. I can control my body when performing my sequence of movements.</p>	<p>Dance: Dinosaurs ELG: I can confidently join a wide range of different movements. I can confidently use a range of movements to create a short dance. I can confidently put my dance to suitable music. I can adapt and change my dance to suit a different style. I can create a short dance which shows my own ideas and thoughts. I can create a short dance which</p>	<p>Gymnastics: Jumping Jacks & Rock and Roll I can confidently join a range of movements to create a short sequence. I can control my body when performing my sequence of movements.</p>	<p>Games: The Best of Balls ELG: I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.</p>	<p>Dance: Dance Til You Drop ELG: I can confidently join a wide range of different movements. I can confidently use a range of movements to create a short dance. I can confidently put my dance to suitable music. I can adapt and change my dance to suit a different style. I can create a short dance which shows my own ideas and thoughts. I can create a short dance which can show my feelings.</p>	<p>Games: The Olympics ELG: I show good control when using equipment in a range of ways. I show good control over my movements. I can coordinate my movements. I can coordinate my movements when using large equipment. I can coordinate my movements when using small equipment. I can confidently move in a range of ways. I can confidently negotiate a space.</p>
	Continuous Provision	<p>Development of fine motor skills including finger strong activities, playdough, cutting skills, small construction and pencil control. Development of gross motor skills including climbing, riding bikes and scooters, large scale building equipment, etc. Daily Go Noodle activities to promote rhythm, musicality, movement and activity.</p>					



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Art/ EAD	Projects	Self portrait & drawing people Colours Autumn tree/ leaf hedgehog	Celebrations: birthday cards, diva lamps, rangoli patterns Christmas crafts Christmas arts and crafts	Winter pictures How To Draw: Step by step drawing (twinkl): Face, animals	Famous artists Andy Goldsworthy Kadinsky Jackson Pollock Recreate their work		Outdoor art projects
	<i>Seasonal art related activities</i>						
	Continuous Provision	Free access to colouring, drawing, collage materials, paints, chalks and other creative equipment throughout the year (inside and outside).					
D & T/ EAD		Junk modelling: Make your own home Split pin woodland animals	Food technology: Christmas biscuits Pine cone Christmas trees	Chinese New Year: Paper plate dragon craft, lanterns		Fairy tale toilet roll character using different materials Use foam bricks/ sand/lego to build a fairy tale castle	Build a bug hotel
	Continuous Provision: Free access to junk modelling, glue, tape and other creative equipment and resources throughout the year. Play dough / kinetic sand inside and wet / dry sand outside. Range of small construction toys including Lego, gears, Mobilo, bricks and blocks, etc. Range of large construction (outdoors) for free access including medium and large polydron, wooden planks and block and play bricks.						



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Music/EAD		<p>Nursery Rhymes Listening to and learning familiar songs including nursery rhymes, Happy Birthday song, Hymns, Worship songs, Christmas Carols, Theme tunes, Simple topic based songs</p> <p>Continuous provision: exploring simple percussion</p>	<p>Learning new songs for performance (Christmas).</p> <p>Developing a sense of rhythm and responding to music.</p>	<p>All About Instruments Identify and listen to different instruments</p> <p>Learn how to hold different instruments correctly</p> <p>Using basic instruments we explore what different sounds they can make; play along to the beat of the music; tap our a simple rhythm; change the tempo, pitch and volume.</p>	<p>Performance</p> <p>Moving our bodies to the sound of music - eg clapping, swaying, stamping our feet, curling and stretching. Repeat movements in a pattern, copy movements, show emotions in our movements.</p> <p>Performing songs; performing musical patterns on instruments and in dance movement to music.</p>
	Continuous provision & vocabulary	<p>Weekly....."This week we are listening to..." - Listen to and discuss different types of music Listen to nursery rhymes, songs, kids dance, playing instruments</p> <p>EYFS vocabulary: music, voice, instrument, singing, dancing, pitch (high/low), volume (loud/quiet), tempo, beat, rhythm (slow/fast)</p>			