

Foundation Stage Long Term Planning – Reception 2020-21

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All about me		Transport	Stories	Africa	Liverpool
Enquiry Question	What do I know about me?	How can I live a healthy life?	What is my favourite way to travel?	Who are the famous characters in my book?	Which animals live in Africa?	Who lives in a house like this?
Personal, Social and Emotional Development	School rules and routines. Deciding class rules after discussion with class. What are rules for? Who do we go to for help? How do people help us? Establish routines and boundaries. Reinforce snack routines Modelling play indoor and outdoor areas. Making new friends; sharing & getting along with each other.	School rules, routines. What are rules for? Who is in your class? Who do we go to for help? Keeping friends. What makes a good friend? Why is it important to share? Feelings-what makes you happy? What are you scared of? How do we wash our hands properly? What is good hygiene? Healthy eating choices Making choices Turn taking Vote for monitors Listening to others	Recap the school rules. Discussion about how we can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how they can improve it. Discussion about the Christmas holiday. Circle Time Turn taking Role play - dealing with situations Talk about own ideas Trying new activities Keeping safe	How can we share? How can we maintain our good friendships? How do you feel when...? Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why?	Play co-operatively taking turns with others. Confident to speak in a familiar group Able to say when they do or don't need help. Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why?	Maintaining good friendships. Getting ready for change. Moving up. Transition to Year 1 expectations How do you feel about going to Year 1? How do you need to behave? Describing ourselves in positive ways Discuss different cultures and religious beliefs Managing feelings Resolving conflicts Confident to try new activities Caring for our world
Communication & Language	How do we listen? Listening and attention games.	Listening and attention games	Begin to answer blank level questions: Who? Where? What? When? Why?	Develop more confidence to answer blank level questions: Who?	More confident to answer blank level questions: Who?	Express themselves effectively Confident to answer blank level questions: Who?

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	<p>What questions can you ask your friends? Listening to stories, following instructions. Listening to a friend. Talk to other children when playing Talk in a small group Retell past events</p>	<p>Listen to stories with increased attention and recall Join in with repeated refrains and anticipate key events and phrases in rhymes and stories Show understanding of prepositions such as under, on top, behind Being to talk using more complex sentences</p>	<p>Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use talk to connect ideas and explain thinking</p>	<p>Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use talk to connect ideas and explain thinking</p>	<p>Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use to talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Where? What? When? Why? How? Extend vocabulary and explore the meaning of new words Use language that is increasingly influenced by the books we read Retell stories using story maps and the language of books Use language to recreate roles Use to talk to organise, sequence and clarify thinking, ideas, feelings and events</p>
Key vocabulary	<p>Arm, back, foot, hand, legs, hair, finger, toe, mouth, face, eyes, nose, ear, tongue, hips, shoulder, freckles, skin, bones, heart</p>	<p>Eyes, nose, mouth, listen, smell, hear, see, taste buds, touch, taste</p>	<p>Car, bike, bus, train, truck, boat, ship, aeroplane, helicopter, hot air balloon, wheels, engine, wings, oars, sails,</p>	<p>Front cover, spine title, author, illustrator, synopsis, character, setting, plot, beginning, middle, end, once upon a time</p>	<p>Africa, continent, jungle, rainforest, Sahara desert, River Nile, landmarks, Victoria Falls, Mount Kilimanjaro, National Park, elephant, leopard, rhino, buffalo, lion, giraffe, zebra</p>	<p>Home, house, cottage, bungalow, terraced street, semi-detached, detached, castle, church, shop, Cathedral, Newsham Park, Kensington, Liverpool, River Mersey</p>
Physical Development	<p>Getting changed for PE Using the outdoor equipment</p>	<p>Multi skills Gymnastics Bench and mat work</p>	<p>Multi skills Ball skills - throwing, catching, kicking</p>	<p>Getting apparatus out safely Using apparatus Jumping and landing</p>	<p>Athletics games Team games Races Obstacle courses</p>	<p>Practice for sports day Races Dance</p>

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	Personal space Multi skills Gymnastics Floor work Dough gym Fine Motor skills activities	Cooking skills - chopping, spreading Dough gym yoga	Using floor mats - rolling Dance Large climbing equipment Yoga	Balancing Yoga	African Dance Pencil control	Pencil control
Maths	Recognise numbers 0-5 Place value Part, Part, Whole Number Bonds Practical addition and subtraction Sequence of Time-days of the week, months of the year	Recognise numbers 1-10 Place value Part, Part, Whole Number Bonds Practical addition and subtraction Sequence of Time-days of the week, months of the year Positional language Name and describe 2D shapes Problem solving	Recognising numbers 0-20 Place value Part, Part, Whole Number Bonds Practical addition and subtraction-start recording Measurement- length and height Positional language Money recognition coins and notes Create recognise and describe patterns Name and describe 2D and 3D shapes Problem solving	Using numbers 0-10 Part, Part, Whole Number Bonds Practical addition and subtraction-recording Measurement, weight and capacity Positional Language Money- recognition coins and notes Doubling, halving and sharing Counting in 2s Problem solving	Using numbers 0-15 and beyond Place Value Addition and Subtraction - add and subtract 2 single digit numbers Estimate a number of objects and check quantities by counting up to 20 Doubling, halving and sharing Counting in 2s and 5's Problem solving	Using numbers 0-20 and beyond Place Value Addition and Subtraction - add and subtract 2 single digit numbers Estimate a number of objects and check quantities by counting up to 20 Doubling, halving and sharing Counting in 2s, 5s and 10s Problem solving
Literacy Reading & Writing	Quality Texts: Non-fiction books: 'All about Me' 'Autumn' Lift & look School Starting School Always in my Heart	Quality Texts: Non-fiction books: Healthy cook books, My Senses The Very Hungry Caterpillar We're Going to the Farmer's Market Eating the Alphabet	Quality Texts: Non-Fiction books: Transport Duck in the Truck Oil! Get off our Train The Train Ride The Great Balloon Hullabaloo Mr Gumpy's Outing	Quality Texts: Goldilocks and the Three Bears The Three Billy Goats Gruff The Little Red Hen The Gingerbread Man <b>Talk for Writing:</b>	Quality Texts: Non-fiction books: facts about Africa Handa's Surprise Handa's Hen Mama Panya's Pancakes Giraffe's can't dance	Quality Texts: The Three Little Pigs Jack and the Beanstalk Hansel and Gretel  Write own captions and sentences

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	<p>My First Experience Collection Topsy &amp; Tim start school I am absolutely too Small for school Owl Babies</p> <p><b>Talk for Writing: Rhymes and Poems</b> plus Playtime rhymes by Sally Gardner <b>Story Invention</b> Weekly group story <b>Non-Fiction:</b> Information report on wolves</p> <p>Fine motor activities Mark Making Practice writing own name with a capital letter</p>	<p>Gregory the Terrible Eater Healthy Plates: Eating Healthy Kid's Fun &amp; Healthy Cookbook</p> <p><b>Talk for Writing: Rhymes and Poems</b> plus Monkey and Me by Emily Gravett <b>Story</b> <b>Imitation/innovation:</b> The Enormous Turnip <b>Story Invention</b> Weekly group story <b>Non-Fiction</b> Recount of cooking activity, e.g. making vegetable soup</p> <p>Mark Making Develop correct pencil grip Write own name Write CV and CVC words Write lists Attempt to write own captions with spaces</p>	<p>Amelia Earhart Naughty Bus All Kinds of Cars Lost and Found</p> <p><b>Talk for Writing: Rhymes and Poems</b> plus Aliens Love Underpants by C.Freedman and B.Cort <b>Story</b> <b>Imitation/innovation:</b> How to Catch a Star by Oliver Jeffers <b>Story Invention</b> Adult modelled <b>Non-Fiction</b> Instructions - how to catch a star</p> <p>Write CVC and CVCC words Attempt to write own captions and sentences Label pictures and models with words and captions</p>	<p><b>Rhymes and Poems</b> plus The Walker Book of First Rhymes <b>Story</b> <b>Imitation/innovation:</b> Little Red Riding Hood <b>Story Invention</b> Stories from individuals <b>Non-Fiction</b> Persuasion - letter to persuade the wolf not to eat people and come to class party</p> <p>Write own captions and sentences Label pictures and models with words and captions Write short stories</p>	<p>There's a Tiger in the Garden Anna Hibiscus We're Going on a Lion Hunt Walking in the Jungle Rumble in the Jungle</p> <p><b>Talk for Writing: Rhymes and Poems</b> plus The Booktime Book of Fantastic First Poems Ed By June Crebbin <b>Story</b> <b>Imitation/innovation:</b> Elmer <b>Story Invention:</b> Stories from individuals <b>Non-Fiction</b> Information - report on elephants Persuasion - letter to persuade the wolf not to eat people and come to class party</p> <p>Write own captions and sentences Label pictures and models with words and captions Write recounts</p>	<p>Label pictures and models with words and captions Write recounts Write short stories</p> <p><b>Talk for Writing: Rhymes and Poems</b> plus A First Poetry Book by P.Corbett and G.Morgan <b>Story</b> <b>Imitation/innovation:</b> Mr Gumpy's Outing by John Burningham <b>Story Invention</b> Stories from individuals <b>Non-Fiction</b> Recount - trip to ...</p>
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		Label pictures/models				
Phonics/Reading	<p>Listening and attention games Read, Write, Inc: Pure sounds-graphemes, digraphs and introduce key words: the, to, I, no, go, etc.</p> <p>Read wordless books to develop understanding of story structure</p> <p>Recognise own name</p>	<p>Continue Listening and attention games Read, Write, Inc: Learning individual letter sounds. Continue to learn key words</p> <p>Read wordless books to develop understanding of story structure</p>	<p>Read, Write, Inc: Letter sounds and blend. Key words Letter formation</p> <p>Read wordless books to develop understanding of story structure</p> <p>Read Phonic Ditty Books</p>	<p>Read, Write, Inc: Letter sounds including digraphs and continue to blend. Set 2 key words</p> <p>Read Traditional Tale wordless books to develop understanding of story structure Read Phonic Ditty Books</p> <p>Read simple captions</p>	<p>Read, Write, Inc: Blending and using in sentences. Set 2 key words.</p> <p>Read a variety of fiction and non-fiction books</p> <p>Read Phonic Ditty Books</p> <p>Read sentences and longer texts</p>	<p>Read, Write, Inc: Blending and using in full sentences. Set 2 and 3 key words.</p> <p>Read a variety of fiction and non-fiction books</p> <p>Read Phonic Ditty Books</p> <p>Read sentences and longer texts</p>
Understanding of the World	<p>Talk about themselves and their family, sharing news from home: My house- types of houses and buildings Where am I from? My street and locality When I was a baby... My family... Begin to appreciate that we are all different and unique Autumnal changes Make bird feeders and learning about food chains</p>	<p>Talk about themselves and their family, sharing news from home Begin to appreciate that we are all different and unique Learn about own cultures, faiths and traditions and that of others in our community When my parents were 5... When my Grandparents were 5... Invite family members in to talk about their past experiences Plant beans and grow beanstalks</p>	<p>Talk about themselves and their family, sharing news from home Begin to appreciate that we are all different and unique Talk about the features of their homes and environment Look at the local area and learn about the city of Liverpool in which we all live Compare Liverpool with African location where Handa lives Look at the similarities and differences Learn about the different animals how do they change and grow?</p>			

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	Learn about Nocturnal animals like hedgehogs and owls E-safety/Digital Citizenship iPad-games Remote control cars		Grow cress in different ways and experiment with light water and soil Learn about the life cycle of different animals How do mini-beasts help the environment? iPad-games Bee-Bots		iPad-games Coding Green screen iPad- pic collage	
Expressive arts and design	Draw and paint self portraits Make Sculpture of own face	Draw, paint and make collage pictures of fruit and vegetables	Artist Study Jackson Pollock Produce abstract artwork based on JP's work	Draw and paint plants and flowers from direct observation	Art work based on the influence of African art and culture	Draw paint and make 3D models of different houses and homes
Music	Nursery Rhymes Learn songs 'All About Me'  Charanga-Me!	Nativity Songs  Charanga-My Stories	Transport songs Playing instruments and improvising Charanga: Everyone!	Traditional Tales songs  Charanga: Our World	African Music and songs  Charanga: Big Bear Funk	Playing instruments and improvising  Charanga: Reflect, rewind and replay
Religious Education	Myself Welcome Birthdays		Celebrating Gathering Growing		Good News Friends Our World Islam/Judaism	
Indoor Role Play	Home Corner Shop	Home corner Cafe	Home corner	Cottage	Handa's Home Jungle	Castle Investigation station
Outdoor Role Play	Digging area - mud kitchen	Cafe Post office	Role play on the stage	Garden Centre Small World Tyre play	Building site	camping
British Values	<b>Rule of Law</b> This is about learning to manage our own feelings	<b>Individual Liberty</b> We are helping them to develop their self-knowledge, self-	<b>Mutual Respect</b> We learn to treat others as we want to be treated. How to	<b>Tolerance of different faiths &amp; beliefs</b>	<b>Democracy</b> To help develop children's personal, social and emotional	Look at British Values together and the children having a

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	<p>and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries, about dealing with the consequences and sanctions</p>	<p>esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions</p>	<p>be part of a community, manage our feelings and behaviour; and form relationships with others. We can help them to explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences</p>	<p>For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practice tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences</p>	<p>development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they are going to use the resources we have made accessible to them. They are taking turns, sharing and collaborating and making decisions together.</p>	<p>greater understanding for: Democracy- making decisions together; Rule of Law- understanding rules matter, as referred to in Personal, Social and Emotional development; individual liberty- freedom for all; Mutual Respect and tolerance- treat others as you want to be treated</p>
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