

Reception Long Term Planning and Development Matters Coverage Guide: 2017 / 18

Reception Long Term Planning	Cycle 1		Cycle 2		Cycle 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Traditional Tales	People and Celebrations	Winter / weather	Space / Dinosaurs	Growing / plants	the wider world/ around the world
Core text	Gingerbread man	Room on the broom Diwali Story The snowman	The Gruffalo's Child	Whatever next	Jack and the Beanstalk	Handa's surprise
Additional texts (fiction)	Billy Goats gruff Little red riding hood Three little pigs	The Nativity	Snow Bear	Dinosaurs love underpants	Oliver's vegetables The enormous turnip The very hungry caterpillar Jasper's Beanstalk Jim and the beanstalk	Augustus and his smile
Additional texts (non-fiction)	Recipe books	People who help us books Occupation books Celebration books	Winter information books Arctic Information Books Hibernation information books Woodland creature book	Dinosaur information books Space information books	How to look after a plant Growing information books Fruit salad	Atlas' Holiday Brochures Like me books
Hook	Gingerbread man in shrek	Forest School, cauldron	Footprints!	Meteorite landing in the outdoor space	Plant beans on the last day of the previous term, come into school 1 st day back to find giant beanstalks growing through the classroom ceilings	Getting ready for our trip experience
Enrichment	Supermarket to buy ingredients Demonstrate making one? Write and ask.	Nativity/Christmas Performances Panto!	School cinema film	Planetarium in school	Visit the local allotment / Springfield to get advice on growing plants / food in our own allotment /Pond dipping and minibeast hunting at Nell Bank	Parent hotseating

Parent Activities						
Academy values	PERSEVERENCE: Working hard and helping others		CARE: Caring for living things		RESPECT: Respecting the home lives and backgrounds of others	
Important dates / events	Starting Reception Halloween	Bonfire night Remembrance Day Diwali Christmas Christmas performance Children in Need	Chinese New Year	Easter World Book Day	Trip to Nell Bank to study the Gruffalo.	Transition day to Year 1
Area of learning						
PSED	Children will know that some behaviour is unacceptable and the consequences for their and others behaviour.	Children adjust their behaviour to different situations and take changes to the routine in their stride.	Children talk about how they and others show feelings.	Children work as a part of a group/class and understand and follow rules.	Exceeding	Exceeding
Communication / oracy	Children listen in a range of situations. Children follow instructions.	Children listen to stories and anticipate key events and respond to what they hear answering what, who and where.	Children listen attentively in a range of situations. Children follow instructions involving several ideas or actions. Children express themselves effectively.	Children can answer how and why questions in response to stories and experiences. Children give their attention to what others say and respond appropriately. They use past, present and future tense accurately. They develop their own narratives.	They develop their own narratives and explanations by connecting ideas or events.	Exceeding
Physical development	Children experiment with different ways of moving. Children talk about ways to keep healthy and safe.	Children move confidently in a range of ways safely negotiating space. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.	Children show good control and coordination in large and small movements. Children know the importance for good health of physical exercise.	They handle equipment and tools effectively including pencils for writing. Children know the importance for a healthy diet.	Exceeding	Exceeding
Reading	Children use phonic	Children use phonic	Children read and	Children demonstrate	Children demonstrate	Exceeding

	knowledge to decode words.	knowledge to decode regular words and read them aloud accurately. Children read some common irregular words.	understand simple sentences.	understanding about what they have read.	understanding when talking to others about what they have read.	
Writing	With support children use their phonic knowledge to write words in which they match their spoken sounds.	Children use their phonic knowledge to write words in which they match their spoken sounds.	With support children can write simple sentences that are phonetically plausible.	Children can independently write simple sentences. Some words are spelt correctly and others are phonetically plausible. Children also begin to write some common irregular words.	Children write sentences in meaningful contexts some words are spelt correctly others are phonetically plausible, they also write some irregular common words.	Exceeding
Number / reasoning / mathematical fluency <i>Taken from White Rose Reception Overview</i>	Using numbers 1-5 Recognise numbers 1-5 Counts accurately 1:1 Counts actions and objects which cannot be moved Selects correct numeral to represent 1-5 Counts an irregular arrangement of up to 5 objects	Using numbers 1-5 Use language of more and fewer to compare 2 sets of objects Find total of two groups by counting all of them Says number which is one more than a given number Finds one more and one less from a group of up to five objects Begin to use vocab involved with adding and subtraction	Using numbers 1-10 Recognise numerals 1-10 Counts out up to 10 objects from larger group Count actions or objects which cannot be moved Selects correct numeral to represent 1-10 Counts an irregular arrangement of up to 10 objects	Securing counting reliably to 10. Place them in order, says one more one less. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Use language of more and fewer, 1 more 1 less up to 10 Find total number of items in two groups and begins to use language involved with adding and subtracting Estimates how many objects and counts to check	Recognise numerals 1-20 Counts out up to 20 objects from larger group Count actions or objects which cannot be moved Selects correct numeral to represent 1-20 Counts objects to 20 Counts an irregular arrangement of up to 10 objects Count reliably with numbers to 20, place them in order, says one more one less. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. Estimates how many Solve problems including	Exceeding statements Consolidation Count using 2s 5s and 10s Works with numbers beyond 30

					doubling/halving and sharing	
Shape, space and measure		<p>Begin to use mathematical names for flat 2d shapes and mathematical terms to describe shapes</p> <p>Select a particular named shape</p> <p>Use familiar shapes to create and recreate patterns and build models</p> <p>Begin to use everyday language related to money</p>	<p>Orders two or three items by length and height</p> <p>Orders two or three items by weight or capacity.</p>	<p>Begin to use mathematical names for 3d shapes and mathematical terms to describe them</p> <p>Selects a particular named shape</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models</p> <p>Use everyday language related to time , order familiar events and measure short periods of time in simple ways</p>	Consolidation	Can describe their relative position
Understanding the World: People and comm The world Technology	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>With support they select and use technology for a purpose.</p>	<p>Children know that some children don't always enjoy the same things.</p> <p>Independently they select and use technology for a purpose.</p>	<p>Children know about similarities and differences in relation to places, themselves and others.</p> <p>Children talk about the features of their own immediate environment.</p> <p>Children recognise that a range of technology is used in places such as homes and schools</p>	<p>Children make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children talk about similarities and differences in relation to living things.</p>	<p>Children talk how environments might vary from one another.</p> <p>Children know about similarities and differences in relation to objects and materials.</p>	<p>Children know about similarities and differences between themselves and others among families, communities and traditions.</p> <p>Children talk how environments might vary from one another.</p>
EAD- Media and Materials. Being imaginative.	<p>Children sing songs, make music and dance.</p>	<p>Children safely use and explore a variety of tools experimenting with colour.</p> <p>Children represent their own ideas through art, music and dance.</p>	<p>Children safely use and explore a variety of tools and techniques experimenting with colour and design.</p> <p>Children represent their own ideas through role play and stories.</p>	<p>Children safely use and explore a variety of tools and techniques experimenting with colour, design and texture.</p>	<p>Children safely use and explore a variety of materials experimenting with form and function.</p> <p>They represent their own ideas through design and technology.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purpose.</p>