

Reception Long Term Planning and Development Matters Coverage Guide: 2018/2019

| Reception Long Term Planning | Cycle 1 | | Cycle 2 | | Cycle 3 | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Superhero Me! | People and Celebrations | Traditional Tales | Space | Growing / plants | Around the World |
| Core text/Additional texts (fiction) | Pete the Cat – Rocking in my school shoes Pete the Cat – Rocking in my white shoes Pete the Cat and his four groovy buttons Supertato Superworm Peace at Last | Room on the Broom Meg and Mog Diwali Story The Nativity – The Star and the Owl Stickman Babouska | The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Red Riding Hood The Runaway Pancake Mama Panyas Pancakes | Beegu Whatever next The Man on the Moon The Darkest Dark | Oliver’s Vegetables The Enormous Turnip The Very Hungry Caterpillar Jasper’s Beanstalk We’re Going on a Bear Hunt | My Granny went to Market Handa’s surprise Handa’s Hen The Swirling Hijab |
| Additional texts (non-fiction) | Body books People Who Help Us Occupations Feelings | Christmas stories Cultural stories Celebration books | Recipe books Stranger Danger Health and Safety – Building regs Signage | Space information books | How to look after a plant Growing information books Fruit salad | Atlas’ Holiday Brochures Like me books |
| Enrichment | Visit in school by Police, Fire service , Nurse | Nativity/Christmas Performances | Shabang! Theatre Company -Acting | Chris Hadfield/Tim Peake Nasa link up Space Station mock up | Visit the local allotment Springfield to get advice on growing plants Grow food in our own allotment Pond dipping and mini beast hunting at Nell Bank | Invite parents/carers to attend a Multicultural cooking session Publishing a Parents/carers recipe book A FS day of celebration |
| Parent Activities | Forest school with Nursery/Willows | Phonics awareness workshop Christmas creative workshop | Healthy eating and nutrition – GB/YE Art project – Sculpture/Textiles Parents/Carers | Den building with dads – Woodwork group as asked for by parents making outside resources | Picnic – Parents/carers outside cooking | Transition /Moving on - what to expect, how to stay healthy |

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| 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 knowledge to decode words. | Children use phonic knowledge to decode regular words and read | Children read and understand simple sentences. | Children demonstrate understanding about what they have read. | Children demonstrate understanding when | Exceeding |

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| | | them aloud accurately. Children read some common irregular words. | | | 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 | 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 doubling/halving and sharing | 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 | Exceeding statements Consolidation Count using 2s 5s and 10s Works with numbers beyond 30 |
| Shape, space and measure | Begin to use mathematical names for flat 2d shapes and | Begin to use mathematical names for flat 2d shapes and | Orders two or three items by length and height | Begin to use mathematical names for 3d shapes and | Consolidation | Can describe their relative position |

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| | <p>mathematical terms to describe shapes Select a particular named shape Use familiar shapes to create and recreate patterns and build models Begin to use everyday language related to money</p> | <p>mathematical terms to describe shapes Select a particular named shape Use familiar shapes to create and recreate patterns and build models Begin to use everyday language related to money</p> | <p>Orders two or three items by weight or capacity.</p> | <p>mathematical terms to describe them Selects a particular named shape Use familiar objects and common shapes to create and recreate patterns and build models Use everyday language related to time, order familiar events and measure short periods of time in simple ways</p> | | |
| <p>Understanding the World: People and community The world Technology</p> | <p>Children talk about past and present events in their own lives and in the lives of family members. With support they select and use technology for a purpose.</p> | <p>Children know that some children don't always enjoy the same things. Independently they select and use technology for a purpose.</p> | <p>Children know about similarities and differences in relation to places, themselves and others. Children talk about the features of their own immediate environment. 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. Children talk about similarities and differences in relation to living things.</p> | <p>Children talk how environments might vary from one another. 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. Children talk how environments might vary from one another.</p> |
| <p>EAD- Media and Materials. Being imaginative.</p> | <p>Children sing songs, make music and dance. Children represent their own ideas through art, music and dance.</p> | <p>Children safely use and explore a variety of tools experimenting with colour. 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. 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. 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> |
| <p>EYFS computing</p> | <p>Logging on, Mouse manipulation (code-it) Using drawing program,</p> | <p>Logging on, Mouse manipulation</p> | <p>Accessing websites; purple mash- using sound programs to create music/tune.</p> | <p>Saving work, logging in, typing names and writing about school/hobby. email</p> | <p>Logo, code-it programming level 2</p> | <p>Email- using and sending. (2 mail)</p> |

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| | Explaining methods | Using drawing program 2 paint, paint adding shapes) Accessing and navigating websites (cbeebies, Tenerife zoo) Explaining methods | Cbeebies. Repeating task and explaining Using cameras and technology. | | | |
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