

St Richard's RC Primary School Long-Term Plan 2020-2021

(Early Adopter Framework)

(Year: Reception)

	Autumn 1 (7.4 weeks)	Autumn 2 (7 weeks)	Spring 1 (5.6 weeks)	Spring 2 (5.8 weeks)	Summer 1 (6 weeks)	Summer 2 (6.6 weeks)
Half-termly Theme	All About Me	Food and Festivals	Traditional Tales	Spring and Growing	Animals	Transport and Holidays
Religious Education	BTK: Our Lady's birthday Caritas: Family & Community Come and see: God knows my name	BTK: All Saints & All Souls Caritas: Stewardship Come and see: Baptism/Christmas birthday	BTK: The Feast of the Presentation of Our Lord Caritas: Dignity of work Come and see: Celebrations	BTK: Lenten symbols and legends Caritas: Rights and responsibilities Come and see: Gathering/Growing and Easter	BTK: Pentecost Caritas: Solidarity of the common good Come and see: Pentecost and Good News	BTK: St Richard Caritas: Dignity of the human person Come and see: Reconciliation Universal Church Other Religions
Communication & Language Listening, Attention & Understanding Speaking	Listening to a range of topic related stories, enjoying singing songs and rhymes, following instructions. 'I can' celebrations. Talking about ourselves and our families.	Listening to a range of stories related to the topic, using props and puppets to retell, acting out stories and using role play/small world to recreate familiar texts. Christmas play.	Enjoying traditional tales such as Jack and the Beanstalk, acting out and recreating using cottage role play and small world. Re-enacting 'Goldilocks and the 3 bears'. Organising talk in full sentences including the use of connectives	Looking at a range of non-fiction texts with information about animals and plants. Stories about new life and Spring. Retelling stories, sequencing, making up our own stories and sharing with each other	Looking at a range of non-fiction texts with information about animals. Stories about rhyme and animal poetry. Retelling stories, sequencing, making up our own stories and sharing with each other, using connectives	Topic related stories, such as those with pirate adventures, under the sea themes such as 'Tiddler' and travel such 'We all go travelling by'. Looking more thoroughly at story language, adding detail and discussing tense.
Personal, Emotional & Social Development Self-Regulation Managing Self Building Relationships	Getting to know each other, singing songs, learning to take turns and play games. Looking after ourselves and our environment	Explain the reasons for rules, know right from wrong and try to behave accordingly. Understanding the importance of healthy food choices. (Introduce 'The Everywhere Bear')	Working together to be good friends, accepting change, setting own goals. Finding ways to solve problems, building resilience.	How are we growing and changing? What can we do now that we couldn't at the beginning of the year? How can we improve? Celebrating our successes.	Working together to solve problems. Focussing upon resilience - not giving up when things stand in our way. Learning to help each other. Learning to be independent.	Staying safe when travelling, road safety, importance of seats belts/booster seats etc. Sharing with each other linked to pirate's treasure. Inclusion linked to pirates' differences.
Physical Development Gross Motor Skills Fine Motor Skills	Developing spatial awareness, working upon fine and motor skills to aid pencil control and cutting.	Exploring how our bodies move, considering healthy bodies including food and exercise etc. Using ride-on toys, and outdoor equipment.	Climbing and balancing on different equipment. Dance and movement related to texts, such as 'Little Red Riding Hood'.	Developing our control of PE equipment. Using a range of apparatus to travel. Relating exercise and healthy eating to growth and new life.	Gymnastics, focusing on combining movements, running, hopping, skipping, jumping. Focus on fine motor skills in animal drawings.	Developing our games skills and athletic activities in preparation for sports day, such as relays, balancing skills, throwing and catching.
Literacy Comprehension Word Reading Writing	Name writing, letter shapes, daily phonics sessions, fiction and non-fiction texts about ourselves, our bodies, our homes.	Initial writing of cvc words containing those graphemes taught, writing rhyming words,	Writing for different purposes (eg - Goldilocks' shopping list, labels in the cottage, letter to the bears. Retelling	Developing our reading and writing skills further linked to topic work. Using our growing phonics knowledge to write	Exploring rhyme and rhythm to create own poems, share work with others can they read it? Sentence structure capital	Sentence structure, using connectives, high frequency spellings, application of phase 2 then 3/4 phonics in writing.

		writing topic related words.	stories and narratives in their own words. Sentence structure.	simple sentences. Discussing how things grow. Sequencing.	letters, finger spaces full stops.	Beginning to use adjectives.
Phonics	Phonics baseline Phonic Sounds Phase 2	Phonics in streamed ability groups Phase 2	Phonics Daily Guided Reading Story Sacks Phase 3	Phonics Daily Guided Reading Story Sacks Phase 3	Phonics Daily Guided Reading Story Sacks Phase 4	Phonics Daily Guided Reading Story Sacks Phase 4
Mathematics Number Numerical Patterns	Numeral recognition, counting songs, matching amounts to numerals, making simple comparisons of size and amounts, positional language, class routines, exploring pattern	Representing 123 comparing 123 composition of 123. Circles and triangles, positional language, representing numbers to 5, number bonds to 5, one more one less, shapes with 4 sides and time. Subitise numbers to 5	Introducing zero, comparing numbers to 5, composition of 4 & 5, compare mass, compare capacity. 6, 7 and 8 making pairs combining 2 groups. Length, height and time	9,10. Comparing numbers to 10. Number bonds to 10. 2D & 3D shapes and patterns. Odd and even patterns. Consolidation	On the move, superheroes to 20 and beyond. Early addition and subtraction. Problem solving. Using pennies to exchange for goods in role play. Doubling.	First, then, now. Find my pattern. Recognising and ordering numbers confidently to 20. Counting in 2s, 5s and 10s. Number bonds using 10 frames, partitioning, halving and sharing.
Understanding the World Past & Present People, Culture & Communities The Natural World	Our families and friends, growing and changing timeline. Our local area, similarities and differences between families and individuals. Celebrate Black History Month.	Exploring changes in the weather, looking for signs of change in the environment such as trees and wildlife. Considering contrasting locations. Celebrations such as Christmas.	Exploring maps and places in the world, where would we find bears? History of teddy bears, bring in old and compare to a new electronic/interactive bear. Use ICT to record information about bears.	Exploring how things grow, planting seeds and giving our class garden a makeover. Investigating seeds in fruits and vegetables. Looking at how a baby grows and changes. Exploring mini-beasts.	Exploring animal habitats, comparing animals from around the world, exploring mother and baby animals. Research project on our favourite animal.	Sun safety and Road safety. People who help us. Different forms of travel, where in the world? Looking at cities and culture. Where do we live? Looking at parts of the UK. Life under the sea. Pollution: Reduce, re-use, recycle. Water exploration-floating and sinking.
Expressive Arts & Design Creating with Materials Being Imaginative & Expressive	Self-portraits using a variety of materials such as pencil, paint, chalk, charcoal. Designing homes using junk modelling and craft materials. Sing a range of well-known nursery rhymes and songs	Seasonal colours, using collage and printing/rubbing techniques. Looking at Kandinsky and creating our own. Creating Christmas decorations	Using malleable materials then clay to make model teddy bears. Using collage to make images of bears. Use ICT-green screening to invent and recreate stories such as Goldilocks and the Three Bears.	Looking at the work of famous artists such as Rousseau and Van Gogh. Looking at patterns found in art work and recreating our own.	Using pastels to create animal patterns. Create an animal - dance and perform to peers.	African artist Tinga Tinga, exploring the use of bright colours and dot patterns in aboriginal art. Outdoor construction and design of different homes, such as igloo, mud hut, log cabin. Underwater texture and pattern
Enhancements	All About Me Workshop at Whitworth Art Gallery	Library Visit Dental play box Hand washing with school nurse	Freshwater Theatre: Fairy Tales	Lyme Park Den Building Workshop	Vet Visit	Police, Fire and Ambulance Visit
Relationships Education	Handmade with Love	I Am Me Heads, Shoulders, Knees and Toes	Ready Teddy I Like, You Like, We All Like	Good Feelings, Bad Feelings Let's Get Real	Growing Up	God is Love Loving God, Loving Others Me, You, Us