

## Cawston Church of England Primary Academy Sycamore Class – Reception Year – Long Term Plan 2019/20

We follow *Development Matters in the Early Years Foundation Stage*. We are guided, where possible, by the children's individual needs and interests but progression and coverage will be roughly as outlined below. We use observations, assessments and analysis to ensure coverage of all seven areas of learning. We are also mindful to monitor and develop the Characteristics of Effective Learning.

	<b>Autumn 1 (6 weeks)</b>	<b>Autumn 2 (7½ weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (5½ weeks)</b>	<b>Summer 1 5 weeks)</b>	<b>Summer 2 (7½ weeks)</b>
<b>Possible Themes</b>	Marvellous Me! / Harvest / Little Red Hen	Let's Celebrate! / Autumn	Winter / Arctic / Chinese New Year	Fairytales / Fantasy	Dinosaurs / Jungle / Animals	Seaside / Summer
<b>Personal, Social and Emotional Development</b>	Settling in Routines and rules Keeping safe at school Making friends	Sharing Playing collaboratively Bonfire night safety	Feelings Taking turns Getting on and falling out	Feelings Keeping calm Looking after our friends	Feelings Keeping calm Relationships Working as a team to help each other	Feelings Keeping calm Preparing for change
<b>Physical Development</b>	Managing own personal hygiene, toileting & handwashing Buttons, zips & shoes Parachute games Dough disco	Circle games Climbing, balancing and jumping Pencil control: following patterns Simple cutting patterns Real PE	Trikes and bikes Letter formation Pencil control: simple patterns Real PE	Throwing and catching Hula hooping Letter formation Real PE	Sports Day Practise Healthy eating Letter formation Real PE	Sports Day Safety in the sun Letter formation Real PE
<b>Communication and Language</b>	Throughout the year children will: <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle / carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Use appropriate story language to re-enact / re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> <li>• Share learning from home through Show &amp; Tell and talking about our class bear Hamley</li> </ul>					

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<b>Literacy</b>	Phonics Phase 1 – oral blending and segmenting Phonics Phase 2 – single sounds Mark making Copying / writing own name	Phonics Phase 2 Copying / writing own name CVC words Labels	Phonics Phase 2 Phonics Phase 3 – digraphs & trigraphs Writing captions Writing sentences Guided reading	Phonics Phase 3 Writing captions Writing sentences Guided reading	Phonics Phase 4 – longer words Writing captions Writing sentences Writing using features of different forms Guided reading	Phonics Phase 4 – longer words Writing captions Writing sentences Writing using features of different forms Guided reading
<b>Mathematics</b>	Counting rhymes Sorting activities Counting aloud 0-10 and back Number recognition Careful counting Repeating patterns	Counting to 20 and back Number recognition Addition One more 2D shapes	Counting to 20 and back Number line One less Ordering numbers Addition and subtraction	Counting to 20 and back Number recognition Number bonds Capacity and mass 3D shapes	Counting to 20+ and back Positional language Length Counting in 2s, 5s, 10s Money Time	Counting to 20+ and back Addition and subtraction Doubling, halving, sharing
<b>Expressive Arts and Design</b>	Self portraits Singing new songs Painting Models	Firework pictures Leaf / Autumn art Christmas crafts Infant Nativity songs	Music – rhythm and pulse in songs Chinese lanterns Making cards	Colour mixing Music – instruments – exploring sounds Collage	Dinosaur / Animal Dance Music – louder / quieter / fast / slow Model dinosaurs / animals	Clay minibeasts Lighthouse models Music – making up compositions
<b>Understanding the World</b>	<p><b>People and Communities:</b> This will vary but will cover families, birthdays, important events in the children’s lives (e.g. baptisms, weddings etc.) and will also cover celebrations from different religions and cultures e.g. Harvest Festival, Christmas, Easter, Diwali, Chinese New Year, Shabbat.</p> <p><b>The World:</b> This will depend largely on the children’s interests. We will meet the demands of this area through sensory play, exploring the natural world, exploring our local area. We will also focus on living creatures and give the children first-hand experience of growing and at least one life-cycle.</p> <p><b>Technology:</b> We will teach use of simple computer programs, i-pads, programmable floor robots, taking photos and videos, using the interactive whiteboard, torches, other relevant everyday technology e.g. use of a CD player. We will also teach the children to use technology for a purpose e.g. taking a photo of a creation and turning it into a card</p>					