

Reception Long Term Plan 2021-2022

 <p>INDEPENDENT JEWISH DAY SCHOOL AN ACADEMY Head Teacher Mrs Jodi Scheer BEd, PGCE BA Hons</p>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>THEMES</p> <p>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</p>	<p><u>THIS IS ME!</u></p> <p>Starting Reception My new class Class rules and routines What makes me me! Zones of Regulation Feelings Everyone is different</p>	<p><u>TERRIFIC TALES!</u></p> <p>Traditional tales Familiar tales Size comparison Right and wrong/choices Everyone is different Being kind What makes a good friend?</p>	<p><u>ADVENTURES!</u></p> <p>Modes of transport Maps, buses, tubes in the local area - directions and routes Forces Small world environments Weather Similarities/differences with another country (Antarctica) Materials</p>	<p><u>GROWING!</u></p> <p>Plants Growing plants The season of spring Life cycle of a human The past and now (toys/dinosaurs)</p>	<p><u>SUPERHEROES!</u></p> <p>Friendship and helping others Keeping fit Healthy/unhealthy food Oral health/dentist People who help us Ambitions - what do you want to be when you grow up?</p>	<p><u>AMAZING ANIMALS!</u></p> <p>Minibeasts Habitats Life cycles Pets vs wild animals Wild animals in the local area Caring for pets and wild animals</p>
<p>POSSIBLE TEXTS</p>	<p>Ruby's Worry Ravi's Roar Benji's Bubble</p> <p>Elmer</p>	<p>The Gingerbread Man Goldilocks and the Three Bears</p> <p>The Ugly Duckling All Are Welcome</p>	<p>Naughty Bus The Train Ride</p> <p>We're Going on a Bear Hunt</p> <p>Blue Penguin The Emperor's Egg</p>	<p>Jack and the Beanstalk</p> <p>Avocado Baby</p> <p>Dogger Lost in the Toy Museum: An Adventure</p> <p>Dinosaur book TBC</p>	<p>Supertato</p> <p>The Tooth Book: A Guide to Healthy Teeth and Gums</p> <p>Dragon Post</p> <p>Astro Girl</p>	<p>Supermarket Zoo</p> <p>Bog Baby</p>
<p>CONTEXT/ OVERVIEW</p>	<p>We will be focusing on settling the children into their new environment and supporting them to build on friendships and their confidence. We will explore the local environment and build a sense of community as a class and within the school. We will provide children with opportunities to talk about themselves, their</p>	<p>We will be learning about and linking learning to traditional stories. We will help the children to understand that there are expected rules and expectations about how we behave, and to think about cause and effect. Children will discover that their actions have consequences and can affect other people's feelings, as well as impacting their own</p>	<p>We will be learning about the different modes of transport available in our world. This will be a hook into learning about and exploring forces. Through use of the 2nd book, children will learn about their local environment and types of weather and will create/explore small world environments. They will then explore Antarctica, noting the</p>	<p>We will be learning about the season of spring and plant growth. Children will plant, observe and talk about the growth of their own plants, as well as the ones seen on a nature walk. This learning will move onto looking at the life cycle and growth of a human: baby, toddler, child, adult. Through texts, and by linking learning to their grandparents,</p>	<p>We will be learning about fictional superheroes and real life superheroes (people who help us) to understand the importance of helping others. Children will learn the importance of healthy eating and will explore healthy vs unhealthy choices and the effect it can have on the body, namely teeth and gums. A dentist visit will teach</p>	<p>We will be learning about some of the different types of animals that live in our world, comparing and contrasting with those in our local area. Starting with minibeasts, children will learn about the habitats of these animals and will go on minibeast hunts to safely capture and observe them. They will then learn about the life cycle of a butterfly, using a</p>

Reception Long Term Plan 2021-2022

	<p>families, their feelings/emotions and their experiences. We will learn to be accepting of all and learn about how we are unique.</p>	<p>emotions.</p>	<p>similarities and differences between where we live and where the penguins in the story live. Here they will investigate materials: ice, keeping warm.</p>	<p>children will explore the past and now, focusing on toys/games. Children's grandparents will be invited into play with some of these toys and games.</p>	<p>children about the importance of good oral health. Using this as a springboard, children will explore other people in our community who help us (fire brigade, police, librarians, shop keepers etc), and will visit the local fire station and library to meet some of these important people. Children will consider their own ambitions and what they want to be when they grow up.</p>	<p>text and a butterfly kit to note the key stages of this process. The children will then learn about bigger animals that live in our world, and will be introduced to wider habitats (jungle, savannah, frozen tundra), allowing them to compare these with their local area. Children will learn about the importance of caring for pets and wild animals, and how it differs.</p>
<p>PRIME AREA</p> <p>COMMUNICATION AND LANGUAGE</p>	<p>Children talking about experiences that are familiar to them This is me! Sharing facts about me! Rhyming and alliteration Presenting worry monsters Shared stories Model talk routines through the day, for example, arriving in school: "Good morning, how are you?" Listen and do during activities for a short amount of time Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>Retelling and sequencing stories Acting out stories Role play Story language Word hunts Listening and responding to stories Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important Use new vocabulary throughout the day Call and response</p>	<p>Choose books that will develop their vocabulary Extend vocabulary linked to themes Retelling and sequencing stories Listen attentively and respond with relevant comments and questions</p>	<p>Explaining to grandparents how to play games Giving instructions for others to follow Using new vocabulary correctly</p>	<p>Preparing questions for visitors about their jobs Asking the visitors questions Commenting and responding appropriately</p>	

Reception Long Term Plan 2021-2022

<p>PRIME AREA</p> <p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>GROSS MOTOR</p>	<p>Threading, cutting, weaving, playdough Manipulate objects Draw lines and circles Hold pencil/paintbrush beyond whole hand grasp Pencil Grip</p> <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE Help individual children to develop good personal hygiene Provide regular reminders about thorough hand washing and toileting.</p>	<p>Threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on paper Use tools to make changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation</p> <p>Using our bodies to move like the characters from our story books Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Ball skills- throwing and catching Crates play- climbing and building Skipping ropes in outside area Dance related activities</p>	<p>Threading, cutting, weaving, playdough Form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items Button Clothing Cutting with scissors</p> <p>We're Going on a Bear Hunt - moving our bodies: slow, fast, twisting, turning, big shapes, small shapes Ball skills- aiming, dribbling, pushing, throwing & catching, patting or kicking Dance/moving to music Gymnastics - balance Skipping ropes in outside area</p>	<p>Hold pencil effectively with comfortable grip Form recognisable, correctly formed letters Start to colour inside the lines of a picture Begin to show accuracy and care when drawing</p> <p>Balance- children moving with confidence and coordination Dance related activities Provide opportunities for children to spin, rock, tilt, fall, slide and bounce Skipping ropes in outside area</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross</p> <p>Obstacle activities: children moving over, under, through and around equipment (linked to superhero theme) Provide opportunities for children to spin, rock, tilt, fall, slide and bounce Dance / moving to music Use Supertato and other resources to explain the importance of a healthy lifestyle. Encourage children to be highly active and get out of breath several times every day, making links with fitness.</p>	<p>Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Big and small movements to mimic different animals Races/team games involving gross motor movements Dance related activities Gymnastics - balance</p>
<p>PRIME AREA</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p>	<p>Independently initiating turn taking with friends. Being able to initiate play regularly and beginning to respond to what others say within imaginative play. Sharing experiences and special times for themselves and families Begins to accept the needs of others and can</p>	<p>Road safety Small world road and track activities Discuss personal journeys the children have been on Use chairs to be an impromptu bus/plane/car/train Healthy and eco ways of</p>	<p>How plants grow Sharing & turn taking - kindness Tidying up skills, Hygiene, Making friends Being able to initiate play regularly and beginning to respond to what others say within imaginative play. Sharing experiences and special times for themselves and families</p>	<p>What is the difference between goodies and baddies? Making good choices. • How do superheroes work together as a team? • Just like a superhero I will be choosing most of the activities which I take part in during the day which will empower me to be an active learner. • How can I research and find out</p>	<p>How to look after animals and treat them kindly. Why we need to look after animals. What animals can we find in the wild where we live?</p>	

Reception Long Term Plan 2021-2022

		<p>take turns and share resources sometimes with support</p> <p>Enjoys responsibility of carrying out small tasks</p> <p>Confident to talk to other children when playing and will communicate freely about home and community.</p> <p>Initiates play offering cues to peers to join them.</p>	<p>travelling – walking, biking, public transport</p> <p>Act out unusual ways to travel, e.g. Magic carpet/hot air balloon</p>	<p>Enjoys responsibility of carrying out small tasks</p> <p>Confident to talk to other children when playing and will communicate freely about home and community.</p>	<p>about superheroes? • Role play with other children, understanding that we play in ways which respect each other, and listen to each other’s ideas. • Ask challenging questions of myself and others. How do we look after ourselves?</p>	
<p>SPECIFIC AREA</p> <p>LITERACY</p> <p>PHONICS</p> <p>WORD READING</p> <p>COMPREHENSION- DEVELOPING A LOVE FOR READING</p>	<p>Revision of phase 1 - nursery rhymes, environmental sounds, body percussion, rhythm and rhyme, voice sounds, oral blending and segmenting.</p> <p>Recite known stories, and listen to stories with attention and recall.</p> <p>Joining in with rhymes and showing and showing interest in stories. Having a favourite story/rhyme and voting on one to be read at the end of the day. Environmental print with sounds buttons. Understand the five key concepts about print: - print has meaning , print can have different purposes, we read English text from left to right and from top to bottom, the</p>	<p>Rocket Phonics phase 2</p> <p>Common exception words: I, the, to, go, no, into</p> <p>Initial sounds, oral blending, CVC sounds., phoneme/grapheme correspondence. Introduce sound buttons and counting phonemes within words to make blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p> <p>Retelling stories through acting/role play and story maps/images. Sequencing stories – use vocabulary of beginning, middle and end. Anticipate key events. Blend sounds into words, so that they can read short words made up of known</p>	<p>Rocket Phonics phase 3</p> <p>Common exception words: he, she, me, we, be, was</p> <p>Building on initial sounds, oral blending, CVC sounds. Phoneme/grapheme correspondence. Introduction of digraphs. Continue use of sound buttons and counting phonemes within words to make blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>Rocket Phonics phase 3</p> <p>Common exception words: you, her, they, all , are</p>	<p>Rocket Phonics phase 3/4</p> <p>Common exception words: some, one, said, come, do, so, were, when, have,</p>	<p>Rocket Phonics phase 3/4 and 4/5</p> <p>Common exception words: there, out, like, little, what</p>

Reception Long Term Plan 2021-2022

	<p>names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories. Learning new vocabulary.</p>	<p>letters– sound correspondences. Enjoy an increasing range of books. “Bumping into books” stations and activities set up around the learning environment.</p>				
<p>SPECIFIC AREA</p> <p>LITERACY</p> <p>WRITING</p>	<p>Dominant hand, tripod grip Mark making Giving meaning to marks and labelling Shopping lists Writing initial sounds and simple captions Use initial sounds to label characters / images Names, labels, captions</p>	<p><u>The Gingerbread Man</u> Sequence the story Speech bubbles Label characters</p> <p><u>Goldilocks and the Three Bears</u> Create a wanted poster to catch the intruder Letter formation in oats Instructions to make porridge/words to describe the porridge</p> <p><u>The Ugly Duckling</u> Speech bubbles Writing a sentence to say how the duckling feels</p> <p>Name writing, labelling, using initial sounds, story scribing, retelling stories in the writing area.</p>	<p><u>Naughty Bus</u> <u>The Train Ride</u> Making tickets/Oyster cards Write postcards to share adventures Write their own sentence(s) to say what their bus/train did</p> <p><u>We’re Going on a Bear Hunt</u> Create warning signs Thought/speech bubbles Write letters to characters Write captions for photos taken during role play Create their own story map/adventure walk</p> <p><u>Blue Penguin</u> <u>The Emperor’s Egg</u> Set up a penguin messaging centre Create zig zag/origami booklets for children to record information about penguins/stories of friendship Create signs and labels for the icy world</p>	<p><u>Jack and the Beanstalk</u> Sequence the story Speech bubbles Describe the giant</p> <p><u>Avocado Baby</u> Write a list of things a baby needs Label their own baby photos and write simple captions Use adjectives to describe the baby Label diagram of life cycle of human</p> <p><u>Dogger</u> <u>Lost in the Toy Museum: An Adventure</u> Create a lost poster for Dogger Write about their favourite teddy/toy Describe toys from the past - photo captions Make invitations for grandparent visit</p>	<p><u>Supertato</u> Create ‘Wanted’ posters for Evil Pea Speech bubbles Create their own stories to include Evil Pea Create and label a healthy meal</p> <p><u>The Tooth Book: A Guide to Healthy Teeth and Gums</u> Write instructions for brushing teeth Make brushing teeth posters Write questions to ask the dentist Speech bubble for what a dentist might say</p> <p><u>Dragon Post</u> Write letters to people in the community to ask about their jobs Write thank you letter to visitors</p> <p><u>Astro Girl</u> Write what they want to be when they grow up</p>	<p><u>Yucky Worms! Arrrrgggh Spider!</u> Write thank you/friendly cards/messages to the worms/spider Label worm/spider diagrams Write worm/spider facts</p> <p><u>The Very Hungry Caterpillar</u> Write a list of all the things it ate Describe the butterfly Write the stages of the cycle with the correct vocabulary Label diagrams</p> <p><u>Supermarket Zoo</u> Write shopping lists Write a description of the shopping trip Create ‘item descriptions’ for the animals in the story (where they live and what they eat) Create a story map for ‘Monster Supermarket’ Write their own story</p>

Reception Long Term Plan 2021-2022

<p>SPECIFIC AREA</p> <p>MATHEMATICS</p> <p>WHITE ROSE MATHS</p>	<p>Times of day Class routines Where do things belong? Positional language Counting rhymes and songs Ordering objects and sets Recognise numbers in the environment</p>	<p>Match and sort Compare amounts, size, mass and capacity Explore pattern Represent, compare, composition 1, 2 and 3 Circles and triangles Positional language Representing numbers to 5 One more/less Shapes with 4 sides times</p>	<p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity 6, 7 and 8 Making pairs Combining two groups</p>	<p>Length and height Time 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Pattern</p>	<p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, rotate and manipulate Adding more Taking away Spatial reasoning (2) Compose and decompose</p>	<p>Doubling Sharing and grouping Even and odd Spatial reasoning (3) Visualise and build Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping</p>
<p>SPECIFIC AREA</p> <p>UNDERSTANDING THE WORLD</p>	<p>Use Ruby's <i>Worry</i> to support children in exploring environments, e.g. the beach, garden, playground, park. Which are in the children's local area and which are further away? Where would we find these on a map? Support children in exploring physical features of local environment, what are their local buildings of importance? Where is the nearest school, cinema, park? You could also explore local transport; Ruby gets a bus to school, how do we get to school? Collect and display data and look at how to help the environment and our health by walking to school. Who lives the nearest? Who lives furthest away?</p>	<p>Stranger danger Discuss the different features in the landscape that the gingerbread man went through during his escape. Should Goldilocks say sorry? Exploring different species of bears around the world, what bears have we seen in zoos? What type of animals will Goldilocks see in the forest? Everyone is different, but we are all beautiful. How does the ugly duckling feel? How would you feel? How can you make the Ugly Duckling feel better?</p>	<p>Design and make their own buses (put an axle and working wheels onto a box-made bus (www.ehow.com)) Explore maps, such as local area bus maps, tube maps and maps of the local area. Pick out features such as roads, important places and look at how these are marked. Make own maps for your Naughty Bus and other class vehicles, where does it go to and where does it stop on the way? Test different surfaces to test which ones make the vehicles go faster/slower Use a roamer or remote controlled vehicles to explore moving and travelling with programmable toys</p> <p>Identify where Antarctica is on the globe and in relation to where they live</p>	<p>Life cycle of a plant, how they grow and what they need to grow.</p> <p>How toys have changed - old and new.</p> <p>Past and present.</p>	<p>Develop their knowledge and understanding of the Earth and Space based on the content of the book Explore the role of an astronaut and other people who work in science, technology and engineering.</p>	<p>Investigate and research earthworms; their habitat, behaviour, physical features, food and predators; Investigate and compare earthworms and garden minibeasts. Explore why some animals are good for our garden and some are not; create a wormery or worm farm and make careful observations over a period of time Talk about how we feel about, treat and care for animals Investigate and compare pets with wild animals Explore why some animals are good pets and some are not Talk about families and pets, explore what makes them unique and similarities and differences in relation to friends or families</p>

Reception Long Term Plan 2021-2022

			<p>and where their families are from</p> <p>Discuss the similarities and differences between where penguins live and their own habitat</p> <p>Create a class book comparing the different features that the children notice</p> <p>Carry out investigations using snow and ice</p> <p>What makes ice? What makes it melt?</p> <p>Use crushed ice to represent snow and explore its properties</p>			
<p>SPECIFIC AREA</p> <p>EXPRESSIVE ARTS AND DESIGN</p>	<p>Explore through work with paint and other media, such as collage, colours and shapes that relate to different emotions</p> <p>To develop their sense of self, provide mirrors and allow the children to work on self-portraits, providing examples of other self-portraits in art</p> <p>The National Portrait Gallery has a wide range to draw on as references: https://www.npg.org.uk/</p> <p>Support children in looking at themselves carefully, mixing tones and shades for hair, skin and eye colours and looking at the texture of their hair and how to represent this</p>	<p>Making our own gingerbread men</p> <p>Using paper plates to collage the fox</p> <p>Junk modelling a new bed/chair for Goldilocks or the Three Bears</p> <p>Collaging a chair for one of the Three Bears.</p> <p>Hand printing a bear</p> <p>Making their own paper duckling hatching from an egg.</p> <p>Paper plate swan.</p> <p>Collaging the Ugly Duckling's egg.</p>	<p>Use vehicles in paint to create different kinds of tracks, look at the different patterns that can be made</p> <p>Make observational drawings and paintings of vehicles</p> <p>Make a collage setting for the Naughty Bus to visit using a mix of media and naughty bus photos to stick into the scene.</p> <p>Explore tonal range to create their own icy pictures</p> <p>Look closely at the illustrations and mix colours to create the sea, ice and sky</p> <p>Make penguins using modelling materials and paint or embellish with fabric</p>		<p>Potato printing</p> <p>Turning vegetables into superheroes</p> <p>Provide a variety of art materials in the creative areas to enable the children to draw themselves, their families and their hobbies and interests</p>	<p>Make worms/spiders from salt dough or clay and paint in various shades</p> <p>Make worm sock puppets with brown socks with googly eyes</p> <p>Junk model spiders</p> <p>Make PVA glue glitter webs</p> <p>Create worm tracks with string, wool or cooked spaghetti dipped in paint and trailed or wriggled along paper</p>

Reception Long Term Plan 2021-2022

	<p>authentically Children may also pick up on the box model that Ruby creates in one of the spreads and might be interested to create their own large scale models. Provide space and resources, perhaps in the outdoor area where children can work at a larger scale in this way.</p>		<p>Experiment with creating jam jar snow globes using glitter for snow showing a scene from the story or the children playing in the snow. http://www.pbs.org/parents/crafts-for-kids/homemade-snow-globes/</p>			
ASSESSMENT	<p>Reception Baseline assessment</p>	<p>End Oct/start Nov - end of half term 1 Rocket Phonics assessment</p> <p>End of Dec - end of half term 2 Rocket phonics assessment; Pupil Practice booklet 1 assessment A and/or B</p>	<p>End of half term 3 Rocket Phonics assessment</p>	<p>End of half term 4 Rocket Phonics assessment; Pupil Practise booklet 2 assessment A and/or B</p>	<p>End of half term 5 Rocket Phonics assessment</p>	<p>End of half term 6 Rocket Phonics assessment; Pupil Practise booklet 3 assessment A and/or B</p>
ENRICHMENT		<p>Guy Fawkes - making fireworks.</p>				
SCHOOL VISITORS AND/OR TRIPS				<p>A nature walk Grandparents morning</p>	<p>Visit to the local fire station and library A dentist visit to class</p>	<p>Butterfly kit Wormery</p>