

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

TEACHERS: KG, TG, KE		YEAR GROUP- Reception			CLASSES: Daffodils, Snowdrops, Bluebells	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2 AND SUMMER 1		SUMMER 2
Theme	Incredible Me!	Super Stories	Terrific Transport	Spectacular Species		Aqua Explorers!
Hook for Learning	Surprise visit from Lanky Len. Walk around our school and the local area and look at homes Parent activity morning (if regulations allow) Visit Gorton Library – register children with a library card Witch's Potion	Children rehearse Winter Recital Visit a post box to post letters to Santa Visit from Librarian	Visit to Gorton train station Picnic on the Moon	Visit from Zoo lab Get caterpillars into school Teachers bring in their pets Frogspawn in the nature garden Children grow and taste vegetables		Sea Life Centre Trip
AREAS OF LEARNING Highlighted areas demonstrate the areas of learning that are highly represented in the cornerstones themes for each half term	Communication and language, Physical Development, Personal, social and emotional development , Literacy, Mathematics, Understanding the world, Expressive arts and design.	Communication and language, Physical Development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world, Expressive arts and design.	Communication and language, Physical Development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world , Expressive arts and design.	Communication and language , Physical Development, Personal, social and emotional development, Literacy , Mathematics, Understanding the world, Expressive arts and design.		Communication and language, Physical Development , Personal, social and emotional development, Literacy, Mathematics, Understanding the world , Expressive arts and design.
PSED	Growth Mindset	Relationships <i>Is it ok to be different?</i> To understand that all families are different.	Keeping Safe	Health and Well Being	Growing and Changing	Wider World <i>What is in my environment?</i>

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	<p><i>How can I overcome difficulties?</i> To show different ways to do something tricky. To understand feelings about difficulties, encouraging themselves and others to try again. Identify challenging things; setting challenges. Identify characteristics of the mindset; setting challenges. To understand how to tackle difficulties; setting personal challenges; taking risks.</p>	<p>To understand that my friends can like different things to me and know that we can still be friends. To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. The conventions of courtesy and manners.</p>	<p><i>Which adults keep me safe?</i> List some people who can help keep them safe. · Identify their personal 'trusted adult'. · Show my understanding of road safety and discuss how my actions can have consequences.</p>	<p><i>Why do we need to exercise?</i> Join in discussion about exercise including what effect it has on their bodies. · Explain the importance of dental hygiene. Join in discussions about managing our basic hygiene and personal needs. · Manage my own basic hygiene and personal needs.</p>	<p><i>How do I become more independent?</i> Pupils can describe what they can do now that they couldn't do when they started school/nursery. · They can explain how they have changed. · Make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Explain the similarities and differences I can see in relation to places, objects, materials and living things. · · Talk about the features of my own immediate environment and how other environments may vary from one another.</p>
--	--	---	--	--	---	---

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

PHYSICAL DEVELOPMENT	<p>Gross motor: Getting changed for PE. Dressing and undressing. Fastening zips and velcro. Cooperation games i.e. parachute games/ring games. Different ways of moving to be explored with children.</p> <p>Fine motor: Manipulate objects with good fine motor skills: threading, tweezers, dough Draw lines and circles using gross motor movements Hold pencil with a tripod grasp Show preference for dominant hand</p> <p>Health/Self care: Trying new foods at snack area and lunch time Telling adult what they would like to eat Using knife and fork effectively and safely Carrying their own tray</p>	<p>Gross motor: Getting changed for PE. Dressing and undressing. Fastening zips and velcro. Ball skills- throwing and catching. Crates play- climbing.</p> <p>Fine motor: Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Use scissors effectively and safely</p> <p>Health/Self care: Trying new foods at snack area and lunch time Demonstrate understanding for need for healthy food Telling adult what they would like to eat Using knife and fork effectively and safely</p>	<p>Gross motor: Getting changed for PE. Dressing and undressing. Fastening zips and buttons. Ball skills- aiming, dribbling, pushing, patting, or kicking. Experiment different ways of using other equipment: bean bags, hoops, quoits, bats, skipping rope.</p> <p>Fine motor: Form some letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Health/Self care: Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Gross motor: Getting changed for PE. Dressing and undressing. Fastening zips and buttons. Balance and movement- children moving with confidence through dance related activities</p> <p>Fine motor: Hold pencil effectively with comfortable grip Forms recognisable letters and numbers, most correctly formed</p> <p>Health/Self care: Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Gross motor: Obstacle and gym activities- children moving over, under, through and around equipment with effective balancing skills</p> <p>Fine motor: Develop pencil grip and letter/number formation continually</p> <p>Health/Self care: To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Gross motor: Races to consider for Sports Day- beanbag balance, egg and spoon, running relay, obstacle course, pack a bag, run and throw.</p> <p>Fine motor: Form letters and numbers correctly. Sit letters on a line.</p> <p>Health/Self Care: To manage their own basic hygiene and personal needs successfully, including dressing and choosing items that they need (eg, water if they're hot, a jumper if they're cold etc)</p>
----------------------	--	--	--	---	--	---

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

COMMUNICATION AND LANGUAGE	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as "talking buddies" and clear classroom rules and routines. Observations next steps and target setting support the development of individuals. Intervention programmes such as speech link and nurture groups are designed to support children who are not making the expected					
LITERACY	<p>Read Write Inc differentiated groups after baseline</p> <p>Reading: Guided reading- focus on behaviours Books with words Rhyme and alliteration</p> <p>Books & Authors: Monkey Puzzle- Julia Donaldson What the Ladybird Heard – Julia Donaldson The Rainbow Fish by Marcus Pfister Funny Bones by Allan Ahlberg Smartest Giant in Town – Julia Donaldson Kipper’s Party - Mick Inkpen Room on the Broom – Julia Donaldson</p> <p>Story time: Fiction and non-fiction relating to topic</p>	<p>Read Write Inc differentiated groups</p> <p>Reading: Guided reading- knowing how stories are structured Books with words and sentences HFW to be sent home Familiar words introduced (the, a, I, no, to, go)</p> <p>Books & Authors: Hansel and Gretel Elves and the Shoemaker Chicken Licken The Snowman – Michael Morpurgo The Gruffalo – Julia Donaldson</p> <p>The Jolly Christmas Postman Janet & Allen Ahlberg</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Can continue a rhyming string Develop muscle tone to put pencil pressure on paper and hold pencil effectively Can identify some phoneme/grapheme correspondences</p>	<p>Read Write Inc differentiated groups</p> <p>Reading: Guided reading- sentence structure- capital letters, full stops and finger spaces Books with sentences and stories HFW to be sent home.</p> <p>Books & Authors: The Naughty Bus – Jan and Jerry Oke The Train Ride - June Crebbin Whatever Next - Jill Murphy All Kinds of Cars – Carl Johanson</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing:</p>	<p>Read Write Inc differentiated groups</p> <p>Reading: Guided reading- simple comprehension skills, literal questions. Books with sentences and stories HFW to be sent home Explore different traditional tales and begin to retell stories using story language:</p> <p>Books & Authors: Our Very Own Dog – Amanda McCardie Christopher's Caterpillars – Charlotte Middleton Oliver's Vegetables – Alison Bartlett</p> <p>Story Time: Fiction and Non Fiction related to topic</p>	<p>Read Write Inc differentiated groups</p> <p>Reading: Guided reading- simple comprehension skills, questions, inference. Books with sentences Range of fiction and non-fictions. Spellings to be sent home – weekly spelling quiz</p> <p>Books & Authors: Growing Frogs by Vivian French I Love Bugs! by Emma Dodd Mad About Minibeasts by Giles Andreae and David Wojtowycz Oliver's Fruit Salad – Alison Bartlett</p> <p>Story Time:</p>	<p>Read Write Inc differentiated groups</p> <p>Reading: Guided Reading- fluency, expression, simple comprehension skills, Questions, inference. Look at basic features of narrative and non-narrative texts. Spellings to be sent home – weekly spelling quiz</p> <p>Books & Authors: Pirate Love Underpants – Claire Freeman and Ben Cort The Pirates Next Door – Jonny Duddle A Hole in the Bottom of the Sea – Jessica Law</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	<p>Writing: Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Use language for a range of purposes Write own name Adds meaning to marks</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Use ongoing assessments and planning to inform differentiation</p>	<p>Extend spoken vocabulary Recognise some familiar words Forms some letters correctly Use phonic knowledge to write simple words and attempt to write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writing: Hold pencil effectively with comfortable grip Forms recognisable letters, most correctly formed Use phonic knowledge to write simple words and attempt to write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Fiction and Non Fiction related to topic</p> <p>Writing: Can name and sound letters of the alphabet Writes a simple sentence Begin to use some punctuation – capital letters, finger spaces, full stops</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Story Time: Fiction and Non Fiction related to topic</p> <p>Writing: Writes a string of sentences. Writes different forms for example fact page, simple story, instructions Write for different purposes Use talk to organise thinking and feelings for writing</p> <p>Use ongoing assessments and planning to inform differentiation</p>
MATHEMATICS	<p>First 3 weeks – baseline</p> <p>Cardinality and Counting: Saying number words in sequence (1-5) Tagging each object with one number word. Knowing the last number counted</p>	<p>Cardinality and Counting: Saying number words in sequence (1-10) Subitising Numeral meanings Conservation Counting two groups to find the total</p> <p>Comparison Comparing numbers and reasoning Knowing the 'one more than/one less than'</p>	<p>Cardinality and Counting: Saying number words in sequence (1-20) Subitising Numeral meanings (teen numbers) Taking objects away from a group and</p>	<p>Continue with cardinality and counting throughout (1-20).</p> <p>Comparison Addition and subtraction in practical contexts Comparing numbers and reasoning</p>	<p>Continue with cardinality and counting and Comparison throughout (1-20). Addition and subtraction</p> <p>Composition A number can be partitioned into more than two numbers Number bonds</p>	<p>Continue with cardinality and counting and Comparison throughout (1-20). Addition and subtraction</p> <p>Composition Inverse operations Number bonds</p> <p>Patterns</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	<p>gives the total so far.</p> <p>Comparison More than/less than Identifying groups with the same number of things</p> <p>Pattern Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern</p> <p>Shape and Space Identifying similarities between shapes</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>relationship between counting numbers (1-10)</p> <p>Shape and Space Showing awareness of properties of shape Describing properties of shape (2D)</p> <p>Measures Comparing amounts of continuous quantities Showing awareness of comparison in estimating and predicting</p>	<p>counting the remaining objects</p> <p>Comparison Comparing numbers and reasoning Knowing the 'one more than/one less than' relationship between counting numbers (1-20)</p> <p>Composition Part-whole Inverse operations</p> <p>Pattern Identifying the unit of repeat Continuing an ABC pattern Continuing a pattern which ends mid unit Pattern-spotting around us</p>	<p>Knowing the 'one more than/one less than' relationship between counting numbers (1-20)</p> <p>Composition A number can be partitioned into different pairs of numbers Part part whole Inverse operations</p> <p>Patterns Making their own ABB ABBC pattern Spotting an error in an ABB pattern</p> <p>Shape and Space Developing awareness between shapes</p>	<p>Patterns Symbolising the unit structure Generalising the structures to another context or mode</p> <p>Shape and Space Describing properties of shape (3D)</p> <p>Measures Comparing indirectly Recognising the relationship between size and the number of units Begin to use units to compare things</p>	<p>Making a pattern which repeats around a circle Making a pattern around a border with a fixed number of spaces</p> <p>Measures Begin to use time to sequence events Begin to experience different time durations</p>
UNDERSTANDING THE WORLD	People and communities:	People and communities: Diwali The world:	People and communities: New Year	People and communities: Pancake Day	People and communities: St George's Day	People and communities:

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	<p>Me and my school Looking at our homes and comparing them Looking at the different countries within the 53 degrees latitude, find out which countries children have come from.</p> <p>The world: Autumn Harvest Halloween Look at different temperatures in the different countries and matching appropriate clothes – Poland, Russia, China</p> <p>Technology: Switched on ICT in the Early Years Everyday technology- Effective use of IPADs and IWB Beebots and laptops, iPads Use Google Maps to find where we live</p>	<p>Halloween Christmas Bonfire night Winter Woodland creatures- topic theme</p> <p>Technology: Switched on ICT in the Early Years Everyday technology- Mouse control/ keyboard skills Beebots and laptops. iPads</p>	<p>Chinese New Year</p> <p>The world: Winter Farming- topic theme</p> <p>Technology: Switched on ICT in the Early Years Everyday technology- transport, Beebots and laptops, iPads (use independently with confidence)</p>	<p>Easter Mother's Day</p> <p>The world: Stories from other cultures- topic theme Spring Plants Animals Life Cycle</p> <p>Technology: Switched on ICT in the Early Years Everyday technology- keyboard skills- typing our names and words</p>	<p>Father's Day</p> <p>The world: Spring Plants Coast/ water wildlife- topic theme</p> <p>Technology: Switched on ICT in the Early Years Everyday technology- keyboard skills- typing sentences</p>	<p>Transition to Y1- getting to know Y1 staff/classrooms Different types of transport- topic theme</p> <p>The world: Summer Holiday destinations- topic theme</p> <p>Technology: Switched on ICT in the Early Years Photos and videos Beebots and laptops, iPads</p>
--	---	--	---	--	--	--

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

EAD	<p><u>Exploring and Using Media and Materials:</u> Expressive in art/drama/dance Create 3D structures Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Recognise repeated sounds and sound patterns and match movements to music</p> <p><u>Being imaginative:</u> Role Play – Home corner – enhance to Teddy bear's picnic</p> <p><u>Artists and Musicians:</u> Look at illustrations by <i>Axel Schlafer</i> <i>Piet Mondarin</i>- Learning and</p>	<p><u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Experiments to make different textures using the creative provision Explores colour mixing in painting activities Combine different media to create different effects Use mirrors to look at reflections and recreate with different media</p> <p><u>Being Imaginative:</u> Role Play – Witch's House/ Winter Wonderland (develop reflection interest)</p> <p><u>Artists and Musicians:</u> <i>Georges Seurat</i>-pointillism Making pictures using fingerprinting i.e, snowflakes and autumn leaves. DT- Explore texture and materials to make prints and collages.</p> <p><u>Growth Music Express: Unit curricular link- PD</u> Volume and dynamics. Children explore making soundscapes with instruments and voice.</p>	<p><u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Manipulate materials to make a planned effect to support play Construct with a purpose in mind through talking about ideas and plans</p> <p><u>Being imaginative:</u> Role Play- Travel Agents, Train Station</p> <p><u>Artists and Musicians:</u> <i>Gustav Klimt</i> – looking at creating patterns in art. This will link in with our repeating pattern work in maths.</p> <p>DT- Building junk model forms of transport</p>	<p><u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Use simple tools and techniques appropriately to create art work-independently explore colour mixing Join materials to make a planned effect talking through ideas and plans</p> <p><u>Being imaginative:</u> Role Play- Vets</p> <p><u>Artists and Musicians:</u> <i>Wassily Kandinsky</i> – Experiment with colour mixing – Animal Template</p> <p>DT- We will look to make our own animal mask</p> <p><u>Moving Patterns Music Express:</u></p>	<p><u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Sing songs Make music using instruments Dance with and without music Select effective tools and techniques from a range of those available</p> <p><u>Being imaginative:</u> Role Play- Garden Centre</p> <p><u>Artists and Musicians:</u> <i>Andy Warhol</i> – Exploring using different textures with a range of different colours.</p> <p><u>Working World Music Express: Unit curricular link-UW</u> Children will listen to music of different genres and communities and discuss the</p>	<p><u>Exploring and Using Media and Materials</u> Expressive in art/drama/dance Experiment with form and function by making props, pictures and constructions linked to own interests and those that have been taught throughout the year</p> <p><u>Being imaginative:</u> Role play- Pirate Ship</p> <p><u>Artists and Musicians:</u> <i>Jackson Pollock</i> – Splats using sea colours.</p> <p>DT- Use playdough to make seaside scenes or prints of fish.</p> <p><u>Our Senses Music Express: Unit</u></p>
-----	--	---	---	--	---	---

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	<p>exploring through play. Children draw squiggles lines, circles and attempt create pieces from these. DT- Using food to create food scapes.</p> <p>Special People Music Express: Unit curricular link- PSED Learn songs to perform and develop actions/signs as an accompaniment to music. Focus on beat and tempo and developing PSED.</p>	<p>Stories and sounds Music Express: Unit curricular link- Literacy Children will learn to perform and tell stories with voice. That can be used for writing. Incorporate to our winter songs performance.</p>	<p>Going Places Music Express: Unit curricular link- C&L Children will explore pitch by communicating songs as stories changing their expression and tone.</p>	<p>Unit curricular link-Maths Children will explore pattern in music using actions and voices. They will learn about how songs are structured lyrically singing a lot of number songs related to counting, finding 2 less and counting in twos.</p>	<p>music they listen to at home.</p>	<p>curricular link-EAD Children look out the appropriateness of sounds by certain instruments. Building soundscapes. They begin to layer music thinking about combining all of what we have learnt to sing quality music</p>
<p>ASSESSMENT</p>	<p>Baseline Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>	<p>End of term assessment (Phonics, maths) Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>	<p>Ongoing assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>	<p>End of term assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>	<p>Ongoing assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>	<p>End of term assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups</p>

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

ASSESSMENT SHARED WITH PARENTS	Learning journeys shared at family day and every Friday morning	Learning journeys shared at family day and every Friday morning Parent meeting	Learning journeys shared at family day and every Friday morning	Learning journeys shared at family day and every Friday morning Parent meeting	Learning journeys shared at family day and every Friday morning	Learning journeys shared at family day and every Friday morning Detailed end of year report Parent meeting
MODERATION	Baseline moderation (in house) UL Cluster moderation event	UL Cluster moderation event In house moderation	In house moderation UL Cluster moderation event	UL Cluster moderation event In house moderation	LA moderation event In house moderation	UL Cluster moderation event In house moderation
TRIPS, VISITS AND EXPERIENCES	<p><u>Memorable Experience</u> Arrange a trip around school and the local area to meet people who are there to help the children. Ask each person to introduce themselves and explain what they do to help children in school. Take a photo of each person for the children to refer back to. Before walking around, ask the children to choose a partner or friend to hold hands with.</p>	<p><u>Memorable Experience</u> Take children to the nature garden and explore the area. Children to ask questions about what they see, hear and feel. How do plants change at different times of year? Talk about the terms 'migration' and 'hibernation' and link to animals the children may have seen in their local woodland. Link this to food sources for these animals. Walk around the 'forest' to explore the woods, Hansel and Gretel. Creating witch's Potions Family activity morning Winter Songs Creating decorations for the market Visit to post box to post letters to Father Christmas</p>	<p><u>Memorable Experience</u> Explore different types of transport and how things move through taking children on a local walk. Visit the local train station.</p>	<p><u>Memorable Experience</u> Zoolab to come and bring reptiles to show the children Visit from teacher's pets</p>	<p><u>Memorable Experience</u> Trip to Sea Life to see some sea creatures Pirate Fun day</p>	

Abbey Hey Primary Academy
Reception Long Term Plan 2020-2021

	Family breakfast morning to celebrate first half term.					
PARENTAL ENGAGEMENT	Family fun morning Learning journey meeting Reading/ phonics/maths meeting	Parents invited to watch children perform the winter songs Parent helpers invited to read a story to children at story time. Parents invited to watch Winter Songs Performance	Homework challenge - Parents encourages to take children on a different mode of transport (tram, train, boat, bike etc) take photos and write about their journey	Parents invited in with their pets to talk to children about how they care for them.		Seaside fun day – parents come with children to take part in seaside activities (making a seashell necklace, making sailing boats, seaside snacks etc) Parental engagement morning Pirate Fun Day
ACTION PLANNING	Prepare Action plan Consider previous year exit data and current entry data	Visit Action Plan	Visit Action Plan	Visit Action Plan	Visit Action Plan	Visit Action Plan