

Abbey Hey Primary Academy
Reception Long Term Plan 2018-2019

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	53 Degrees North	Super Stories	Terrific Transport	Spectacular Species	Aqua Explorers!	
Hook for Learning	Surprise visit from Lanky Len. Walk around our school and the local area Look at homes Parent activity morning - parents bring food from their home countries to taste. Visit Gorton Library – register children with a library card Witch's Potion	Follow a trail of breadcrumbs around the Natures Garden, Children rehearse Winter Recital Visit a post box to post letters to Santa	Visit to Gorton train station Children make a pancake	Visit from Zoo lab Visit Debdale Park – Look at plants and wildlife Get caterpillars into school Frogspawn in the nature area Teachers bring in their pets Children grow and taste vegetables	Manchester 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.	

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
SEAL THEMES	New beginnings	Getting on and falling out (Anti-bullying week)	Going for goals	Good to be me	Relationships	Changes
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</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</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>

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	Using knife and fork effectively and safely Carrying their own tray		regard to exercise, eating, sleeping and hygiene can contribute to good health.			
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>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, l, no, to, go)</p> <p>Books & Authors: Hansel and Gretel Elves and the Shoemaker Chicken Licken The Snowman – Michael Morpurgo? Francis Hodgson-Burnett (Manchester author) The Little princess</p> <p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: Can continue a rhyming string Develop muscle tone to put</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>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 The Very Hungry</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</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</p>

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	<p>Story time: Fiction and non-fiction relating to topic</p> <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>pencil pressure on paper and hold pencil effectively Can identify some phoneme/grapheme correspondences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Story time: Fiction and non-fiction relating to topic</p> <p>Writing: 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>Caterpillar – Eric Carle</p> <p>Story Time: Fiction and Non Fiction related to topic</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>and David Wojtowycz</p> <p>Story Time: 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>The Pirates Next Door – Jonny Duddle A Hole in the Bottom of the Sea – Jessica Law</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)</p>	<p>Cardinality and Counting: Saying number words in sequence (1-10) Subitising Numeral meanings Conservation</p> <p>Comparison</p>	<p>Cardinality and Counting: Saying number words in sequence (1-20) Subitising</p>	<p>Continue with cardinality and counting throughout (1-20).</p> <p>Comparison</p>	<p>Continue with cardinality and counting and Comparison throughout (1-20).</p> <p>Composition</p>	<p>Continue with cardinality and counting and Comparison throughout (1-20).</p> <p>Composition Inverse operations</p>

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	<p>Tagging each object with one number word. Knowing the last number counted 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>Comparing numbers and reasoning Knowing the 'one more than/one less than' 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>Numeral meanings (teen numbers)</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>Comparing numbers and reasoning 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>A number can be partitioned into more than two numbers Number bonds</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>Number bonds</p> <p>Patterns 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>
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UNDERSTANDING THE WORLD	<p>People and communities: 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: Everyday technology- Effective use of IPADs and IWB Beebots and laptops, iPads</p>	<p>People and communities: Diwali</p> <p>The world: Halloween Christmas Bonfire night Winter Woodland creatures- topic theme</p> <p>Technology: Everyday technology- Mouse control/ keyboard skills Beebots and laptops. iPads</p>	<p>People and communities: New Year Chinese New Year</p> <p>The world: Winter Farming- topic theme</p> <p>Technology: Everyday technology- transport, Beebots and laptops, iPads (use independently with confidence)</p>	<p>People and communities: Pancake Day Easter Mother's Day</p> <p>The world: Stories from other cultures- topic theme Spring Plants Animals Life Cycle</p> <p>Technology: Everyday technology- keyboard skills- typing our names and words</p>	<p>People and communities: St George's Day Father's Day</p> <p>The world: Spring Plants Coast/ water wildlife- topic theme</p> <p>Technology: Everyday technology- keyboard skills- typing sentences</p>	<p>People and communities: 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: Photos and videos Beebots and laptops, iPads</p>

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	Use Google Maps to find where we live					
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> Axel Scheffler – Artist</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> Howard Blake Aled Jones – Walking in the Air Raymond Briggs</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> Robert Bradford – junk Art Artist M. Reynolds – Morning Town Ride</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> Wassily Kandinsky – Experiment with colour mixing – Animal Template Honk the Musical – George Stiles</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> Andy Warhol – Exploring using different textures with a range of different colours. Randy Newman – A Bug's Life</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> Jackson Pollock – Splats using sea colours Alan Menken – Under the Sea (The Little Mermaid)</p>

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	Introduction to basic nursery rhymes					
ASSESSMENT	Baseline Learning journey profile AD Task Assessment sheets 2Simple Intervention groups	End of term assessment (Phonics, maths) Learning journey profile AD Task Assessment sheets 2Simple Intervention groups	Ongoing assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups	End of term assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups	Ongoing assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups	End of term assessment Learning journey profile AD Task Assessment sheets 2Simple Intervention groups
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	<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	<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	<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.	<u>Memorable Experience</u> Wild Roadshow to come and bring reptiles to show the children Visit from teacher's pets	<u>Memorable Experience</u> Trip to Sea Life (Trafford Centre) to see some sea creatures Trip to Lego Land	

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	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. Family breakfast morning to celebrate first half term.	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				
PARENTAL ENGAGEMENT	Family breakfast 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.	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)
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

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