

# Ryhall CE Academy

## Long Term Plan – Belvoir Class (Reception)

<p>Characteristics of Effective Learning drive the curriculum, and are thread through every strand.</p> <p>We used the children's interests to help inform our planning of each of these different units and activities may change to reflect the children's input.</p>						
Themes	We are all Different	Fairy tales	Frost, Snow & Ice	Super Heroes	Growing	Journeys
Terms	Autumn Term 1 (7 weeks)	Autumn term 2 (7 weeks)	Spring term 1 (6 weeks)	Spring term 2 (6 weeks)	Summer term 1 (6 weeks)	Summer term 2 (7 weeks)
<b>National &amp; whole school events</b>	MacMillan Coffee Morning  Black History Month	Anti-Bullying Week	Martin Luther King Day Children's mental Health Week	World Book Day British Science week Fairtrade Fortnight International Women's Day World Maths Day British Science week	Christian Aid Week National Walking Month	Children's Art week Global Day of Parents
<b>Parental involvement</b>	Parent/Teacher Consultations  Phonics for Parents  Tapestry challenge – phonics and writing skills	Nativity play  Tapestry challenge – Board game for Christmas	Tapestry Challenge-Record your wintery walk-what do you see?	Tapestry Challenge-Do a litter pick, make a litter poster.  Parent/Teacher Consultations	Gardening day for parents  Tapestry challenge-Show your adult how to plant a seed and how to look after it.	School trip End of Year Report
<b>Whole school RE &amp; RE Topics</b>	Harvest Festival  F4 Being Special: where do we belong?	Remembrance Diwali Christingle  F2 Why do Christians perform nativity plays?	F6 What times/stories are special and why?	Easter; Shrove Tuesday, Lent, Ash Wednesday.  F3 Why do Christians put a cross in an Easter garden?	Ramadan begins  F1 Why is the word God so important?	F5 What places are special and why?
<b>Key Texts/Book Spines</b>	<b>The Invisible String</b>  <b>The Many Colours of Harpeet Singh</b>  <b>All are Welcome</b>  <b>Once There Were Giants</b>	<b>Little Red Riding Hood</b>  <b>Rapunzel</b>  <b>Hansel &amp; Gretal</b>  <b>The First Christmas</b>	<b>My Penguin Osbert</b>  <b>Lost and Found</b>  <b>Big Bear, Little Bear</b>  <b>The Great Explorer</b>	<b>Supertato</b>  <b>George Saves the World by Lunchtime</b>  <b>10 Things I Can Do to Help My World</b>	<b>Christopher Nibbles</b>  <b>Christopher Nibbles-Caterpillars</b>  <b>Bee, Nature's Tiny Miracle</b>	<b>The Train Ride</b>  <b>Emma Jane's Aeroplane</b>  <b>Toy Boat</b>

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	The Colour Monster Grandpa's Gift When Grandma Gives you a Lemon Tree You Choose	Hansel & Greta! – Bethan Woollvin Little Red – Bethan Woollvin Rapunzel – Bethan Woollvin	My Penguin Osbert in Love Polar Bear poems Immi Don't Wake the Yeti! Jack Frost Ice Trap	<b>Good News! It's Easter!</b>  Meet the Oceans- Bethan Woollvin Supertato, Veggies Assemble Wangari's Trees of Peace (Wangari Maathai , Noble Peace Prize winner) Somebody Swallowed Stanley! David Attenborough (Little People, Big Dreams)	<b>Baby Goes to Market</b>  Oliver's Vegetables Oliver's Fruit Salad From Seed to Sunflower The Global Garden Handa's Surprise The Very Hungry Caterpillar Mad about Minibeasts Flight of the Bee What Bug am I? Funny Bums, Freaky Beaks	<b>The Hundred Decker Bus</b> A Journey Through Transport Oi! Get Off our Train The Runaway Train The Great Balloon Hullaballo
	<b>Other Traditional Stories and Nursery Rhymes are woven throughout the year.</b>					
<b>Phonics</b> (see phonics plan for detail)	RWI SS1:	RWI SS1:	RWI SS1:	RWI SS2:	RWI SS2:	RWI SS2:
<b>Writing Progression</b>	Develop meaning for marks. Explore mark-making in different areas of the provision. Write circles, lines, symbols and letter-like shapes. Write own name. Begin to hold a pencil correctly. Begin to form set 1 letters. Write initial sounds and some obvious sounds in words.		Write set 1 and some set 2 sounds. Hold a pencil with more control. Write CVC words independently. Use phonic knowledge to attempt to write meaningful context. Write labels. Lists and messages. Begin to write a modelled sentence.		Form most letters correctly, including some capital letters. Write in simple sentences. Orally rehearse a sentence. Re-read own writing aloud to an adult. Begin to use a full stop.	
<b>Literacy is woven through our Continuous Provision.</b> <b>There are daily opportunities for children to:</b> Apply phonic knowledge to reading and writing in a range of contexts Read and write Red and Green words Read around the environment to support their learning Write for a purpose						
	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	

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<p><b>Maths</b> <b>White Rose Maths</b></p>	<p><b>Getting to Know You:</b> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key Times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language.</p> <p><b>Match, Sort and Compare</b> Match objects, Match pictures and objects, Identify a set, sort objects to a type, explore sorting techniques, create sorting rules, compare amounts.</p> <p><b>Talk About Measure and Patterns</b> Compare size, Compare mass, Explore simple patterns, Copy and continue simple patterns, Create simple patterns.</p> <p><b>It's Me 1,2,3</b> Find 1,2 and 3, Subitise 1,2 and 3, Represent 1,2 and 3, 1 more, 1 less, Composition of 1,2 and 3</p> <p><b>Circles and Triangles</b> Identify and name circles and triangles, Compare circles and triangles, shapes in the environment, Describe position.</p> <p><b>1,2,3,4,5</b> Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more, 1 less, Composition of 4 and 5, Composition of 1-5</p> <p><b>Shapes with 4 sides</b> Identify and name shapes with 4 sides, Combine shapes with 4 sides, Shapes in the</p>	<p><b>Alive in 5</b> Introduce zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5, 1 more, 1 less, composition, Conceptual subitising to 5</p> <p><b>Mass and Capacity</b> Compare mass, Find a balance, Explore capacity, compare capacity.</p> <p><b>Growing 6,7,8</b> Find 6,7 and 8, Represent 6,7 and 8, 1 more, 1 less, Composition of 6,7 and 8, Make pairs-odd and even.</p> <p><b>Length, Height and Time</b> Explore length, compare length, Explore height, Compare height, Talk about time, Order and sequence time.</p> <p><b>Building 9 and 10</b> Find 9 and 10, compare numbers to 10, Represent 9 and 10, conceptual subitising to 10, 1 more, 1 less, composition to 10, bonds to 10, Make arrangements of 10, Doubles to 10 (find and make a double, Explore odd and even.</p> <p><b>Explore 3D Shapes</b> Recognise and name 3D shapes, Find 2D shapes within 3D shapes, Use 3D shapes for tasks, 3D shapes in the environment, Identify more complex patterns, copy and continue patterns.</p>	<p><b>To 20 and Beyond</b> Build numbers beyond 10 (10-13), Continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20), Continue patterns beyond 10 (14-20), Verbal counting beyond 20, Verbal counting patterns.</p> <p><b>How Many Now?</b> Add more, How many did I add?, Take away, How many did I take away?</p> <p><b>Manipulate, compose and Decompose</b> Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes, Decompose shapes, Copy 2D shape pictures, Find 2D shapes within 3D shapes.</p> <p><b>Sharing and Grouping</b> Explore sharing, sharing, explore grouping, grouping, even and odd sharing, Play with and build doubles.</p> <p><b>Visualise, Build and Map</b> Identify units of repeating patterns, Create own pattern rules, Explore own pattern rules, replicate and build scenes and constructions, Visualise from different positions, Describe positions.</p> <p><b>Make Connections</b> Deepen understanding, Patterns and relationships.</p>
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	environment, My day and night.		
<p><b>All learning is based on The 5 Principles of Counting, taught specifically and woven through our Continuous Provision.</b></p> <p><b>There are daily opportunities for children to:</b></p> <p>Develop the five counting principles</p> <p>One to one, stable order, cardinal, abstraction and order-irrelevance principles</p> <p>Count forwards and backwards</p> <p>Use numbers, measure and shape in their play</p>			
<b>Communication and Language Development</b>	<p>Listens to others in 1 to 1 or small groups.</p> <p>Listens to stories with increasing attention.</p> <p>Talk about a story and answer questions about a familiar story.</p> <p>Is able to follow simple instructions.</p> <p>Can focus attention and still listen and do.</p> <p>Can join in with repeated refrains and anticipate key events.</p> <p>Is beginning to use more complex sentences, using and, because.</p> <p>Is able to use language to recall a past experience/event.</p> <p>Talks more extensively about things that are of importance to them.</p> <p>Develop talk partners.</p>	<p>Further develop listening skills in small and large groups, body language and without interrupting.</p> <p>Listen and enjoy a range of books.</p> <p>Retell familiar stories.</p> <p>Focus attention for longer periods of time.</p> <p>Shows variability in listening behaviour; may move around/fiddle but still be listening or sit still but not be absorbed by an activity.</p> <p>Can retell a past event in the correct order.</p> <p>Begin to use a range of tenses (e.g. play/playing, will play, played)</p> <p>Builds up vocabulary that reflects their experiences.</p>	<p>Hold a two-way conversation, respectfully taking turns to talk.</p> <p>Listen and respond appropriately during discussions.</p> <p>Take turns to speak using some clarity in a larger group using tenses correctly.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Extends vocabulary, exploring the meaning and sounds of new words.</p>
<p><b>All learning is based on Communication and Language Development, taught specifically and woven through our Continuous Provision.</b></p> <p><b>There are daily opportunities for children to:</b></p> <p>Listen to, join in and talk about stories</p> <p>Responds appropriately to how and why questions</p> <p>Engage in story-telling through small-world and role play activities with their peers</p> <p>Interact with peers in child-led and collaborative learning</p> <p>Take part in small group and whole class learning</p> <p>Follow a class story or have stories told to them</p> <p>Follow increasingly complex instructions and work independently</p>			
<b>Personal, Social and Emotional Development</b>	<p>Begin to manage feelings and talk about feelings using words such as 'happy', 'sad', 'angry'.</p> <p>Can respond to the feelings of others.</p> <p>Choose where to put self-register name and say why.</p> <p>Come into school independently, building relationships with adults.</p>	<p>Manage own personal hygiene and talk about healthy practices.</p> <p>Continue to develop strong friendships and close relationships with adults.</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions.</p> <p>Show increasing consideration of other people's needs and feelings.</p>	<p>Have secure friendships and positive relationships with adults.</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people.</p> <p>Follow expectations in school and talk about why this is important.</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with others by negotiating</p>



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Speak in small groups and to the class  
Evaluate their work

<p><b>Physical Development/PE</b></p>	<p>Create marks on a large and small scale Beginning to use a dominant hand Dresses with help e.g. puts arms into open fronted coat or shirt, pulls up own trousers, pulls up a zipper once it is fastened at the bottom, puts on own wellies. Use some wheeled toys with spatial awareness. Begin to mould malleable materials with developing finger strength, pinch, poke, roll, ball, squeeze. Beginning to use a pencil with correct hold, some control and accuracy Can grasp and release with two hands to throw and catch a large ball, beanbag or object. Uses a range of tools and equipment in one hand, e.g. paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Show some awareness of how to stay safe and healthy. Can wash and dry own hands effectively and understands why this is important. Gains more bowel and bladder control and can attend to their own toileting needs most of the time. Oral health.</p> <p><b>PE</b> Ball games Music and movement Fundamental movement skills</p>	<p>Hold a pencil with control and attempt to form most of set 1 letters. Do up some fastenings. Use scissors to cut along guidelines, moving the paper appropriately. Mould malleable materials with developing finger strength, pinch, poke, roll, ball, squeeze. Develop correct hold and use of cutlery. Chooses to move in a range of ways, moving freely and with confidence. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Jumps off objects and lands appropriately. Negotiates space successfully e.g. when playing racing or chasing games, can adjust speed or change direction to avoid obstacles. Describes physical changes to the body that can occur e.g. when feeling unwell, anxious, tired, angry or sad. Has bowel and bladder control and can attend to their own toileting needs.</p> <p><b>PE</b> Yoga Gymnastics Playground Games Multi Skills</p>	<p>Forms most letters correctly. Can do up buttons. Good control and co-ordination in large and small movement. Hold a balance. Handles tools, objects, construction and malleable materials safely and with increasing control and intention. Understand the importance for physical exercise, healthy diet and talks about different ways to keep healthy and safe. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision, considering both benefits and risks of a physical experience. Is usually dry and clean during the day.</p> <p><b>PE</b> Dance Sports day skills Multi skills</p>
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#### Gross and Fine motor skills are thread through every strand.

##### Daily opportunities for children to:

Take part in a daily physical activity i.e. run a mile, 5min work out & Go noodle, Dough disco/Pen disco

Write their first name

Access fine and gross motor activities

Access creative activities

Use a range of tools in different contexts

<b>Understanding the World</b>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Shows an interest in the lives of people that are familiar to them.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Use pictures and books to talk about different places and the past.</p> <p>Begin to find out about different cultures and religions.</p> <p>Engage in practical activities to find out how things work.</p> <p>Can talk about things they have observed such as plants, animals, natural and found objects.</p> <p>Enjoys playing with small world reconstructions, building on first hand experiences e.g. roles of different people in society, visiting farms, garages, train tracks, rivers or lakes.</p> <p>Recognise some simple features on a map.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>	<p>Remembers and talks about significant events in their own experiences.</p> <p>Observe animals and the natural world.</p> <p>Plant seeds, care for them and talk about the process.</p> <p>Begins to compare our local environment to a different environment.</p> <p>Recognise and talk about the past using books and pictures.</p> <p>Talks about why things happen and how things work.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Shows an interest in different cultures and religions, recognising similarities and differences.</p> <p>Describe and talk about environments using some knowledge of maps.</p> <p>Begin to understand the effect of winter/spring on the world around them.</p> <p>Shows interest in different occupations and ways of life indoors and outdoors.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Begins to compare different ways to travel now and in the past.</p> <p>Recognise and talk about the past using books and pictures.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talks about the features of their own immediate environment and how environments might vary.</p> <p>Makes observations of animals, plants, machinery and explains why some things occur, and talks about changes.</p>
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#### Understanding the World is woven through our Continuous Provision.

##### There are daily opportunities for children to:

Talk in talk partners

Share with the class experiences they have had with their family and friends or are going to do in future

Change the calendar and weather chart

Use the class library to compare the present and past

Explore the outside area and wild garden with an adult

Share with the class observations they have made

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<p>Use the globes or maps in the classroom Create/record their own maps and observations</p>			
<b>Expressive Arts and Design</b>	<p>Sings familiar songs and to self. Enjoys joining in with moving, dancing and ring games. Uses movement and sounds to express experiences, expertise, ideas and feelings. Explores how sounds and movements can be changed. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys playing with colour in a variety of ways, e.g. combining colours. Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p> <p>Charanga – Me!/My Stories</p>	<p>Develops an understanding of how to create and use sounds intentionally. Experiments and creates movement in response to music, stories and ideas. Creates sounds, movements, drawings to accompany stories. Engages in imaginative play based on own ideas or first-hand experiences. Uses available resources to create props or creates imaginary ones to support play. Plays with other children who are engaged in the same theme. Creates representations of both imaginary and real-life ideas, events, people and objects. Charanga –Everyone/Our World</p>	<p>Begins to build a collection of songs and dances. Makes music in a range of ways. Uses their increased knowledge and understanding of tools and materials to explore their interests and develop their thinking. Develops their own ideas through experimentation with materials e.g. loose parts, watercolours, powder paint, to express their discoveries and understanding. Expresses their feelings and understandings using a range of art forms e.g. movement, dance, drama, music and visual arts. Charanga –Big Bear Funk/Reflect, Rewind and Replay.</p>
<p><b>Expressive Arts and Design is woven through our continuous provision.</b>  <b>Daily opportunities for children to:</b>            Access musical instruments indoors and out            Singing and listening to music            Create pictures using a range of accessible materials and resources            Create models using junk, blocks, knex, lego and larger materials construction kits outside            Deconstructed role play            Access movable craft trolley            Use various materials for dressing up/role play            Puppet theatre</p>			