

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year

In Reception Class, we use the children's interests, questions and experiences to shape our learning to ensure the learning is meaningful, interesting and engaging for the children. We build on the unique family experiences that each child brings with them and we work with families to provide children with a broad, balanced and rich curriculum in school and beyond the school gate.

We understand that there will be times of the year when, for example celebrations and natural phenomenon of our beautiful world will bring with it fascination for the children. We also understand the importance of teacher directed learning alongside child based learning, for example, to ensure children develop suitable literacy and maths skills to prepare them for their onward school journey. This knowledge is used to shape an outline of a long term plan for the class. However, this is a working document that will be manipulated to respond to the children in our class.

Title/Duration	Our Community / Autumn / Harvest	Festivals / Christmas	Winter / Alien Invasion	New Life / Easter	Going Places	Under the Sea / At the seaside
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	Strong working partnerships Promotes independence and curiosity	Valuing all children, learning is accessible to all Promotes independence and curiosity	Coherent learning links and pathways Promotes independence and curiosity	Challenging, engaging and motivating Promotes independence and curiosity	Broad, relevant and balanced - Local, Mainland, Global Opportunities for memorable experiences	High quality outcomes, deep learning Promotes independence and curiosity

<p>The Big Questions</p>	<p>What is our local community and who/what is in it?</p> <p>How do I get along with others in my class?</p> <p>How do I make new friendships?</p> <p>Are people all the same?</p> <p>What change and patterns do we notice in the world and local community around us?</p> <p>Learning about boundaries and expectations in school / making friends.</p>	<p>What celebrations to people mark?</p> <p>Do all people follow the same celebrations?</p> <p>What traditions, beliefs do your family follow?</p> <p>Are there special foods / clothes that are used at certain times?</p> <p>Why is our learning important?</p> <p>Building key skills such as resilience, perseverance and respect to those around us, celebrating difference.</p>	<p>What changes are we noticing in our environment?</p> <p>Explore the wider world and space.</p> <p>Taking ownership of learning, negotiating in play and taking account of others' ideas and feelings.</p> <p>Who are some key, inspirational people who shape our lives?</p>	<p>How are the seasons changing? What is happening in our local environment to nature and animals?</p> <p>How do things grow?</p> <p>How do we stay healthy?</p> <p>What is our role in protecting and supporting our beautiful world?</p>	<p>Exploring the wider world.</p> <p>What is family life like in other countries?</p> <p>What types of homes do people live in?</p> <p>What clothes do they wear?</p> <p>What food do they eat?</p> <p>What is it like in other countries?</p> <p>Where have we been with our families?</p> <p>How may we travel to different places?</p> <p>Was it always easy to travel to different countries/locations?</p>	<p>What makes our island special?</p> <p>How can we look after our island and animals – including sea life?</p> <p>Exploring moving on – taking our next steps in our education. (transition)</p>
<p>Inspirational People</p>	<p>People who help and have helped in our local community and own lives.</p>		<p>Mae Jemison – first African lady to travel to space.</p>	<p>David Attenborough</p>	<p>Amelia Earhart</p>	<p>David Attenborough</p>
<p>Maths <i>Topic Links</i></p>	<p>Cardinality and Counting</p> <p>Exploring numbers 1 – 5. Unpicking the quantity the numeral represents.</p> <p>Count using 1:1 correspondence .</p>	<p>Cardinality and Counting</p> <p>Exploring numbers 1 – 5. Unpicking the quantity the numeral represents.</p> <p>Count using 1:1 correspondence .</p>	<p>Cardinality and Counting</p> <p>Diving deeper into numbers to 10.</p> <p>Counting on from different starting points (not just 0)</p> <p>Oral counting beyond 10 (teen numbers to 20).</p>	<p>Cardinality and Counting</p> <p>Exploring numbers beyond 10, looking at the pattern of the number system. (teen numbers).</p> <p>Explore number manipulation – problem solving with resources involved</p>	<p>Cardinality and Counting</p> <p>Consolidation of numbers 1- 10 and continuing deeper dive into pattern of number system for teen numbers.</p> <p>Composition incl Addition and Subtraction.</p>	<p>Composition Measure</p> <p>Recognising attributes.</p> <p>Comparing amounts of continuous quantities.</p> <p>Showing awareness of comparison in</p>

	<p>Count each object in a set only once, including non-linear arrangements.</p> <p>Know the final number in a count is the quantity for the set.</p> <p>Count out a quantity from a larger set.</p> <p>Represent quantities with fingers. Learning and joining in with counting songs, including finger manipulation.</p>	<p>Count each object in a set only once, including non-linear arrangements.</p> <p>Know the final number in a count is the quantity for the set.</p> <p>Count out a quantity from a larger set.</p> <p>Subitize quantities. Recognise and order numbers.</p> <p>Represent quantities with fingers. Instantly recognise dice patterns.</p>	<p>Subitize quantities. Recognise and order numbers.</p> <p>Comparison Choose to count to compare similar quantities.</p> <p>Able to compare quantities with counter-intuitive perceptual clues e.g. 4 large objects and 5 small objects.</p> <p>Know the quantity is unchanged if objects are rearranged Know when there is an error in counting the final number is not the quantity for the set Seeing a small set correctly counted backwards.</p> <p>Cardinality and Counting</p>	<p>addition, subtraction and doubling.</p> <p>Composition incl. Addition and Subtraction. Identify sub-groups in a context or photo, e.g. boys/girls and children.</p> <p>Recognise a whole by visualising two parts e.g. 2-colour coins or beans, dominoes, irregular dot patterns.</p> <p>Recognise quantities 6-10 in regular arrangements e.g. in 10-frames Recognise teen numbers as '10 and...' using visuals e.g. 14 shown in a full 10-frame and 4 more Discern teens from tens numbers, e.g. 13 and 31</p>	<p>Looking at number bonds, doubles and number problems.</p> <p>Shape, Space</p> <p>Developing spatial awareness: experiencing different viewpoints.</p> <p>Developing spatial vocabulary.</p> <p>Shape awareness: developing shape awareness through construction.</p> <p>Representing spatial relationship.</p> <p>Identifying similarities between shape.</p> <p>Showing awareness of properties of shape.</p> <p>Describing properties of shape.</p> <p>Developing an awareness of relationships between shapes.</p>	<p>estimating and predicting.</p> <p>Comparing indirectly.</p> <p>Recognising the relationship between the size and number of unit.</p> <p>Beginning to use units to compare things. Beginning to use time to sequence events.</p> <p>Beginning to experience specific time durations.</p>
<p>Literacy <i>Topic Links</i></p>	<p>Phonics Phase 2 Listening Skills – hearing and spotting initial sounds in words.</p>	<p>Phase 3 Phonics – learning new sounds and using our phonics to write simple labels. Spotting initial</p>	<p>Phase 3 Phonics (including recaps of digraphs). Applying our phonics to speak and then write captions / extending to looking at</p>	<p>Application of Phase 3 phonics – embedding.</p> <p>Polishing our independence and accuracy to segment</p>	<p>Progression onto Phase 4 (for those children who are ready). Applying our phonics throughout different genres / writing opportunities</p>	<p>Ongoing application and consolidation of our phonic skills.</p> <p>Continually expanding children's love of reading</p>

<p>Developing large motor skills, coordination, hand strength. Large scale sensory play.</p> <p>Looking at the letters in our names – learning to write our names. Spotting print in different environments. What purpose does it serve?</p> <p>Nursery Rhymes – joining in and recalling familiar songs and rhymes.</p> <p>Learning to love books – linked to library visit and school library. Link to walks in local environment – sensory experiences.</p> <p>Potential Text Drivers:</p> <p>The Weather Monster – PSHE – linked to zones of regulation.</p> <p>PSHE – The Colour Monster.</p> <p>Mixed.</p>	<p>sounds and end sounds in words.</p> <p>Beginning to apply phoneme fingers. Exploring beats in words to clap them.</p> <p>Beginning to explore and recognise some non decodable words.</p> <p>Developing gross and fine motor skills. Funky fingers alongside physical development in larger movements.</p> <p>Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard.</p> <p>Potential Text Drivers:</p> <p>Stick Man – Different uses for materials / making things for different uses in play.</p> <p>Nativity linked story for performance. Singing our Christmas songs.</p>	<p>sentences in text we see in books and the environment. Guided writing of sentences to capture children’s voice and ideas.</p> <p>Beginning to apply phoneme fingers. Exploring beats in words to clap them.</p> <p>Exploring rhyme in sentences and stories.</p> <p>Recognise, read a growing bank of non decodable words.</p> <p>Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard.</p> <p>Developing understanding of audience and purpose. Adding detail / length to our ideas.</p> <p>Developing gross and fine motor skills. Refining letter formation.</p>	<p>and blend with phoneme fingers.</p> <p>Developing gross and fine motor skills. Refining letter formation. Gradually writing strength in hand to write for longer periods.</p> <p>Exploring sentence writing – real life writing opportunities, capital letters.</p> <p>Writing composition – opportunities for oral story telling with scribe. Lots of opportunities to share texts as a group – small guided reading and whole class texts.</p> <p>Potential Text Drivers:</p> <p>The Tiny Seed – looking at the cycle of plants through the seasons – linked to growing and harvesting.</p> <p>Oliver’s vegetables – looking at growing and trying new things.</p>	<p>– real life purpose/application.</p> <p>Writing transcription and composition – articulating and writing our ideas for own stories, poems, texts building on familiar stories / texts I have heard. What is the purpose of my writing? Who is it for? What form is best to convey my purpose/message?</p> <p>Expanding understanding of punctuation, upper case and lower case letters.</p> <p>Continually building on length of activity – writing for longer periods.</p> <p>Potential Text Drivers:</p> <p>Giraffes Can’t Dance –everyone having a skill.</p> <p>Mrs Armitage stories.</p> <p>Non-fiction books linked to travel and the world.</p>	<p>through shared experiences and ranges of high quality texts link to interests. E.g. Sailor Ted Stories exploring the island.</p> <p>Consolidation of all writing skills, progressing to beginning to read and re-read own writing to check it makes sense. Are children forming letters correctly? Beginning to distinguish between upper case and lower case letters – where do we need each of these? Continue to explore punctuation in my own writing and texts I read/are read to me. What purpose does the punctuation serve?</p> <p>Write a short sentence from dictation, applying phonic skills taught so far.</p> <p>Potential Text Drivers:</p> <p>Dinosaur stories and non-fiction books – linking to the Island’s dinosaur history.</p>
---	---	--	--	--	--

	<p>Traditional Tale – Goldilocks & the Three Bears.</p> <p>Traditional Tale – Enormous Turnip and Little Red Hen – linked to Harvest learning.</p> <p>Pumpkin Soup – linked to harvest and getting along.</p>	<p>Traditional Tale – Rama and Sita linked to festivals.</p> <p>Elmer Stories – It’s good to be different.</p> <p>Gruffalo – linked to copse walks and exploring.</p> <p>Gruffalo’s Child – links to winter/hibernation.</p>	<p>Potential Text Drivers:</p> <p>Bear snores on series – linked to seasonal change and animals / hibernation.</p> <p>Traditional tale – The Snow Queen linked to winter.</p> <p>Beegu – Looking after each other and being kind.</p> <p>Non-Fiction stories linked to space.</p> <p>Dragon stories and non-fiction stories about Chinese New year.</p> <p>Mr Wolf’s Pancakes.</p>	<p>Traditional Tale – Ugly Duckling linked to new life.</p> <p>Traditional tale – Jack and the Beanstalk linked to growing.</p>	<p>Winnie the Witch stories</p> <p>Rhyming words – Stories including: The Dog that Dug</p>	<p>The Snail and the Whale – looking at different sizes / exploring sinking / floating.</p> <p>PSHE – The Lion Inside.</p>
<p>Communication & Language</p> <p>Links to Literacy</p> <p>Links to: (discussing / explaining our work)</p> <p>History</p> <p>Geography</p> <p>Science</p> <p>Computing</p> <p>RE</p>	<p>Talking about what we know and things that are special to us in our community.</p> <p>Speaking in sentences to explain our ideas, thoughts and experiences to others.</p> <p>Joining in with stories, rhymes, listening games.</p> <p>Understanding and following instructions.</p>	<p>Developing our listening skills through games – fine tuning our ears.</p> <p>Developing pronunciation of our sounds in words that we speak.</p> <p>Building attention, ability to listen and respond with relevant questions.</p> <p>Speaking in a school group for</p>	<p>Show & Tell, holiday news – using past, present forms correctly.</p> <p>Building attention, ability to listen and respond with relevant questions.</p> <p>Expanding understanding and use of serve and return in conversations.</p>	<p>Independent show & tell, responding with relevant questions, answering in full sentences giving listener information.</p> <p>Developing confidence to talk to others about our own ideas. Developing language to explain our ideas. Expanding understanding and use of serve and return in conversations.</p>	<p>Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing.</p> <p>Exploring questions further – asking and responding appropriately. Expanding understanding and use of serve and return in conversations.</p>	<p>Ongoing – serve and return conversations.</p> <p>End of year celebrations – talking about successes; past and present tense.</p> <p>Retelling and writing our own stories – developing narratives.</p> <p>Learning new vocab through environment / topics. Exploring</p>

<p>Music (listening, repeating rhythms)</p>	<p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Understanding the value of listening as well as speaking.</p> <p>Looking at our letters in the wider environments we visit. What is their purpose?</p>	<p>performance. Developing awareness of audience – whole body communication.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Adding more detail to our verbal sentences.</p> <p>Gaining confidence to offer responses back to what we hear.</p>	<p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Developing our understanding of writing as a communication tool alongside spoken words. What are different forms of writing?</p> <p>Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.</p>	<p>Building our bank of conjunctions, applying them in our own oral sentences.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Expanding our understanding of our audience so that we can respond to their needs and keep their interest.</p>	<p>Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.</p> <p>Expanding our understanding of our audience so that we can respond to their needs and keep their interest.</p> <p>Guided Reading opportunities.</p>	<p>the meaning of new words. Using new vocabulary in our speech and writing.</p> <p>Talking to new people as we begin our onward journey from Reception Class.</p>
<p>Personal Social & Emotional</p> <p>Links to</p> <p>Computing</p> <p>RE</p> <p>History</p> <p>Art (trying new things, self confidence, self awareness)</p> <p>Design Technology (trying new things, self confidence, self awareness)</p>	<p>Building relationships with new friends, initiating own ideas and activities.</p> <p>Confident to try new activities and assert own personality in school.</p> <p>Learning that not all children like the same things and develop sensitivity to this.</p>	<p>Talk about self in positive terms – what are we good at? Building confidence in self and understanding of different strengths and abilities.</p> <p>Showing sensitivity to others interests and cultures / beliefs.</p>	<p>Showing sensitivity to others interests and cultures / beliefs.</p> <p>Working as part of a group for the Chinese New Year Celebrations</p>	<p>Building confidence in a wider social situation, having confidence in own skills.</p> <p>Developing ability to explain what we can and can't do and when we need help.</p>	<p>Confidence to try new activities and learn new skills.</p> <p>Forming positive relationships with others.</p>	<p>Looking at transition into next steps of school; building confidence as we move to Year 1.</p>

<p>Moving & Handling (PE – See also JMc plans)</p> <p>Links to PE Design Technology</p>	<p>Building gross motor skills with large scale activities. Building independence in school, learning how to be healthy.</p> <p>Managing own hygiene – understanding of importance of hand washing at this time.</p> <p>Dressing independently for PE.</p>	<p>Following a series of movements with control and co-ordination. Beginning to build pencil control and a preference for a hand.</p> <p>Managing own hygiene.</p> <p>Dressing independently for PE.</p>	<p>Learning dance for the Chinese New Year Celebrations – expressing using scarves and hoops.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Developing fine motor skills and handwriting.</p> <p>Dressing independently for PE.</p>	<p>Explore different healthy foods; what a healthy plate looks like.</p> <p>Using gym mats to negotiate space and move in a variety of ways.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Using apparatus confidently and in a variety of ways.</p> <p>Develop handwriting to school style.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Sports Day activities and preparations.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>
<p>Understanding the World</p> <p>Links to History Geography Science Computing RE</p>	<p>Joining in with and talking about traditions and customs in school and at home as well as meeting special people in the community.</p> <p>Exploring a variety of technology.</p> <p>Geography – knowledge and skills.</p> <p>History – knowledge and skills</p> <p>Computing</p>	<p>Learning about different celebrations / festivals across the world.</p> <p>Develop understanding of differences and similarities between selves and others.</p> <p>History – knowledge and skills</p> <p>RE</p> <p>Computing</p>	<p>Understand and talk about differences in cultures among selves, families, friends and communities.</p> <p>Observations of changes to our seasons.</p> <p>Science – knowledge and skills</p> <p>Geography – knowledge and skills.</p> <p>Computing</p>	<p>Observations of changes to our seasons. Plants and animals around us.</p> <p>Exploring Ipads – completing a programme independently.</p> <p>Geography – knowledge and skills.</p> <p>Science – knowledge and skills</p> <p>Computing</p>	<p>Talk about past and present events in their own lives and in the lives of family members (with links to historical moments in transport)</p> <p>Exploring differences in environments – immediate environment to those further afield.</p> <p>History – knowledge and skills</p> <p>Computing</p>	<p>Talk about features of their own environment.</p> <p>Geography – knowledge and skills.</p> <p>Science – knowledge and skills</p> <p>Computing</p>

			RE		Geography – knowledge and skills. Science	
Expressive Arts & Design Links to Art Design Technology Music Computing	Exploring media and using to create different effects, including painting, drawing, construction. Select and use resources and tools appropriately. Art – knowledge and skills. Design Technology – knowledge and skills	Learning songs from memory. Performing songs and music to an audience. Christmas inspired art work projects. Music – Knowledge and skills. Art – knowledge and skills.	Represent own ideas in a variety of ways including collage, art, digital art, junk modelling, deconstructed play, role play, music and song. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing	Using media and materials to make animal homes – thinking about properties and suitability for use. Easter artwork projects. Singing and joining in with Easter celebration songs. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills	Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction. Art – knowledge and skills. Design Technology – knowledge and skills. Computing	Dance, music and movement – exploring change and improvisation. Learning and performing seaside songs/shanties. Art projects related to under the sea including painting, digital art, drawing, collage, textiles. Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing
RE		Celebration Celebrating birthdays <i>RE in the Foundation Stage</i> , RE021	Storytelling <i>Stories Jesus Told</i> , RE025	Celebration Celebrating New life <i>RE in the Foundation</i>	Remembering <i>Shabbat</i> , RE022	Special <i>Special Clothes</i> , RE023

				<i>Stage, RE021</i>		
Value	Relationships	Respect	Determination	Relationships	Determination	Respect
Trips/Events/ Visitors/Risk Day	Trip to Lifeboat / Fire Station Blackberry Walk in local area. Trip to local library.	Federated Trip to Shalfleet – Elf Day. Copse Walk	Muddy Puddle walk with pre-school.	Trip to local farm attraction e.g. Tapnell, Alpaca Farm or Nettlecombe. Walk to river to feed ducks and see new ducklings.	Mainland Trip to Beaulieu (Federated)	Trip to local beach. Crabbing at local location. Icecream walk with pre-school. Needles Trip and Harbour boat tour.

History

Geography

Science

Computing

RE

Art

Design Technology

Music

PE