

Chantry Community Primary School Reception Planning 2017-2018

	Autumn 1	Autumn 2	Spring 1
Learning Theme	'Me and My Teddy'	'Witches and Wizards'/'Christmas Countdown'	'Dazzling Dinosaurs'
Power of Reading Text/s	<i>Whatever Next/Knuffle Bunny</i>	<i>Room on the Broom</i>	<i>Stanley's Stick</i>
Personal, Social, Emotional	Golden Rules/ SEAL New Beginnings /Circle Times that arise from class needs	Golden Rules/ SEAL Getting on and Falling out /Circle Times that arise from class needs	Golden Rules/ SEAL Going for Goals /Circle Times that arise from class needs
Communication and Language	<ul style="list-style-type: none"> *Speech assessments to inform individual and groups of chn who will need support. *Role play areas - Large Rocket, Teddy Bear Hospital Small world - story trays Children talk about where they would like to in a rocket. 	<ul style="list-style-type: none"> *Ongoing speech and language support based on assessments. *Talking Partners for identified chn. Role play areas - Witches House, Wizards Lab Small world - Winnie the Witch's House, Room on the Broom story trays 	<ul style="list-style-type: none"> *Ongoing speech and language support based on assessments. *Talking Partners for identified chn. Role play areas - Dinosaur land, Dinosaur Museum, Dinosaur Café. Small world - Dinosaur Dig (digging for fossils)
Physical Development	<ul style="list-style-type: none"> *Stop and start games *Travelling and movement *Observations of chn who would benefit from Jump Ahead. *Beginning Write Dance (gross and fine motor) *Parachute Games *Ongoing - 'Busy Fingers' Area 	<ul style="list-style-type: none"> *Dance - responding to music *Mini Yo Yoga *Jump Ahead begins. *Ongoing: Write Dance (gross and fine motor) *Ongoing: Parachute Games *Ongoing - 'Busy Fingers' Area 	<ul style="list-style-type: none"> *Ball skills (practising rolling, throwing, catching, dribbling) *Jump Ahead continues. *Ongoing: Write Dance (gross and fine motor) *Ongoing: Parachute Games *Ongoing - 'Busy Fingers' Area
Literacy	<ul style="list-style-type: none"> *One to one reading with chn *Daily Literacy with chn - modelling talking, writing, reading (sharing big books) *Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday- 	<ul style="list-style-type: none"> *One to one reading with chn *Daily Literacy with chn - modelling talking, writing, reading (sharing big books) *Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday- 	<ul style="list-style-type: none"> *One to one reading with chn *Daily Literacy with chn - modelling talking, writing, reading (sharing big books) *Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday-

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	<p>Friday. Chn will begin on Phase 1 where we will play lots of games to tune the chn into hearing and identifying different sounds (matching instruments, sound walks, silly soup, etc). When the chn are ready, we will move on to Phase 2 where the chn will learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside.</p> <p>*Lots of opportunities for writing related to story including - writing a list of things to take with us on a bear hunt, bringing in our own favourite teddy and drawing them/sounding out their name.</p> <p>*Lots of opportunities for talking/communication strategies - modelling talking in full sentences, looking and listening.</p> <p>*Harvest time - making and eating popcorn whilst describing what is happening. The chn will perform a popcorn song in our whole school Harvest assembly.</p>	<p>Friday. Chn learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside</p> <p>*Lots of opportunities for writing related to story including - making our own potion and recording what we put in, who else got on the broomstick? What else did the witch drop?</p>	<p>Friday. Chn learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside</p> <p>*Lots of opportunities for writing related to story/chns interests.</p> <p>*The chn will be making their own stick characters after reading 'Stick Man'. The chn will be creating their own stories with their stick characters in using TFW. We will be making story boards and videos on Ipdas.</p>
Mathematics	<p>*Initial assessments - number recognition, counting out a specific number of bears to match numeral, shape recognition, accurate</p>	<p>*All Maths related to our theme/stories - based on assessment/using EYFS.</p> <p><u>MAIN FOCUSES: Moving on to</u></p>	<p>*All Maths related to our theme/stories - based on assessment/using EYFS.</p>

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	<p>counting strategies., ordering by size.</p> <p><u>MAIN FOCUSES: Consolidating 30-50 months</u></p> <p>*NUMBERS - counting, recognising, and ordering (focusing on 0-10). Also - understanding that actions can be counted (large die with actions and numbers), exploring 1 more (adding top on to rocket giving knuffle bunny 1 more heart on his t-shirt), recording how many knuffle bunny beanbags can be thrown in the hoop in 1 minute using sand timer, separating a group of objects and recognise the total is still the same (spots on either side of knuffle bunny's t-shirt).</p> <p>*SHAPE, SPACE AND MEASURE - naming/finding 2D shapes, exploring 2D and 3D shapes by making arrangements with (creating 2D and 3D rockets) and talking about the shape of everyday objects, exploring positional language (knuffle bunny on top of, under, inside etc the washing machine), repeating patterns.</p> <p><u>All maths related to our theme/chns interests.</u></p> <p>*We also have a big focus of</p>	<p><u>40-60 months and consolidating 30-50 for identified chn</u></p> <p>* NUMBERS - continuing counting, recognising, ordering (ongoing). Also - exploring 1 less (with spiders in a web), recording how many bugs could be rescued from the slime in our 'Spooky Slime Challenge', counting out a specific number of stars to go on a wizards hat, printing a specific number of snowflakes to match the numicon, grouping objects and understanding the total is still the same (different coloured baubles on the Christmas tree).</p> <p>*SHAPE, SPACE AND MEASURE - beginning to use mathematical language to describe 2D shapes (creating a perfect little round house for Littlepotomus and using different shape windows), ordering broomsticks by length and measuring/comparing them.</p> <p><u>All maths related to our theme/chns interests.</u></p> <p>*Number formation opportunities in 'busy bee time'.</p>	<p><u>MAIN FOCUSES: Working with 40-60 and touching on ELG</u></p> <p>* NUMBERS - continuing counting, recognising, ordering (ongoing). Also - ordering numbers (up to 3/5/10/12/20/up to 100 as appropriate) and playing the 'missing number game', class dinosaur pictogram - what type of dinosaur do you think will be inside our egg?, exploring addition (counting how many of each dinosaur are in the swamp, using language related to addition and writing number sentences), exploring subtraction (taking bad/cracked teeth away from a dinosaur mouth), exploring estimating (how many dinosaurs did you think you saw in the swamp?), exploring measuring (measuring dinosaur feet - length and width), estimating when measuring, measuring own hands and footprints and comparing them to a real dinosaur footprint - how many of our footprints could we fit into 1 dinosaur footprint?</p> <p>*SHAPE, SPACE AND MEASURE - ordering dinosaur footprints by size, ordering and comparing our own footprints as a class. Who has got the longest/shortest feet?</p>
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	getting to know the numicon plates too and play lots of games and use this in a lot of our ongoing/free choice activities.		Who has got the widest/narrowest feet? <u>All maths related to our theme/chns interests.</u> *Number formation opportunities in 'busy bee time'.
Expressive Arts and Design	On-going provision (junk modelling, painting, various sticking materials-pasta, natural materials, etc.) Teddy bears/Ourselves themed songs. Children bring in and draw their own special teddies from home. Self portraits, paper doll family. Autumn collages.	On-going provision (junk modelling, painting, various sticking materials-pasta, natural materials, etc.) Witches and Wizards/Christmas themed songs. Chn make their own magic wands to make wishes and spells with. Chn make 'mud monsters' out of plasticine. Chn make firework splatter paintings.	On-going provision (junk modelling, painting, various sticking materials-pasta, natural materials, etc.) Dinosaur themed songs. Chn paint their favourite dinosaur. Chn make dinosaur eggs (paper mache), dinosaur fossils (salt dough), salt dough dinosaurs.
Understanding the World	Finding out about real bears/different types Ourselves - our senses, different parts of our body, etc. Harvest Divali	Harvest Time Looking at various materials - which would be the best to make a strong broomstick out of? Bonfire Night Christmas Story (Nativity performance to parents)	Chn find out about different dinosaurs - what looked like, how we know about them etc. Chn draw their favourite dinosaur using an art program on the computer. Chn carve dinosaur footprints into apples and observe over a period of time. Chn pretend to be archaeologists extracting dinosaur bones from the dirt - what tools can we use to help us do this? What works best? Observing our dinosaur egg hatch.

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			Using language - cracking, hatching, etc. Chinese New Year
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	Spring 2	Summer 1	Summer 2
Learning Theme	'Journeys Near and Far'	'Pirates and Mermaids'	'Magnificent Minibeasts' 'Animals Around the World'
Power of Reading Text/s	<i>The Naughty Bus/We're Going On a Bear Hunt</i>	<i>Surprising Sharks</i>	<i>What the Ladybird Heard, Aaaargh Spider!</i>
Personal, Social, Emotional	Golden Rules/ SEAL Good to be me /Circle Times that arise from class needs	Golden Rules/ SEAL Relationships /Circle Times that arise from class needs	Golden Rules/ SEAL Changes /Circle Times that arise from class needs
Communication and Language	*Ongoing speech and language support based on assessments. *Talking Partners for identified chn. Role play areas - Large London Bus, School Small world - areas for the naughty bus to drive through	*Ongoing speech and language support based on assessments. *Talking Partners for identified chn. Role play areas - Large Pirate Ships, Pirate Shop Small world - Treasure Island, Mermaid Lagoon	*Ongoing speech and language support based on assessments. *Talking Partners for identified chn. Role play areas - Jungles Small world - minibeast garden, jungle
Physical Development	*Gymnastics - mat work. Making different shapes with body, explore balancing, group balances, learning how to do a forward roll. *Jump Ahead continues. *Ongoing: Write Dance (gross and fine motor) *Ongoing: Parachute Games *Ongoing - 'Busy Fingers' Area	*Gymnastics - apparatus. Learning how to mount, travel and jump safely. *Jump Ahead continues. *Ongoing: Write Dance (gross and fine motor) *Ongoing: Parachute Games *Ongoing - 'Busy Fingers' Area	*Games. Learning how to work together as a team. Examples - stuck in the mud, moving across the hall as a team using only four stepping stones etc. *Jump Ahead continues. *Ongoing: Write Dance (gross and fine motor) *Ongoing: Parachute Games *Ongoing - 'Busy Fingers' Area
Literacy	*One to one reading with chn	*One to one reading with chn	*One to one reading with chn

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	<p>*Daily Literacy with chn - modelling talking, writing, reading (sharing big books)</p> <p>*Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday-Friday. Chn learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside</p> <p>*Lots of opportunities for writing related to story including - Wanted Posters when the naughty bus gets into mischief around Bexhill, speech bubbles for passengers at the bus stop.</p>	<p>*Daily Literacy with chn - modelling talking, writing, reading (sharing big books)</p> <p>*Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday-Friday. Chn learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside</p> <p>*Lots of opportunities for writing related to story including - shark fact writing.</p>	<p>*Daily Literacy with chn - modelling talking, writing, reading (sharing big books)</p> <p>*Phonics is taught through a mixture of Jolly Phonics and Letters and Sounds. Tuesday-Friday. Chn learn 2-3 new sounds a week and we practise sounding out, blending, segmenting. HF and Tricky words taught alongside</p> <p>*Lots of opportunities for writing related to story including - minbeast fact writing, labelling a minibeast, children write a pet they would like to get from the zoo (Dear Zoo).</p>
Mathematics	<p>*All Maths related to our theme/stories - based on assessment/using EYFS.</p> <p><u>MAIN FOCUSES: Working with 40-60/ELG</u></p> <p>* NUMBERS - continuing counting, recognising, ordering (ongoing). Also - measuring time/recording using marks (how many times can you flip a pancake in 30 seconds/1 minute/2 minutes?), pancake races - who came first, second, third, fourth, fifth etc?, chn explore capacity (using the naughty bus and LOTS of beans - explore language full, half full, empty), chn explore</p>	<p>*All Maths related to our theme/stories - based on assessment/using EYFS.</p> <p><u>MAIN FOCUSES: Working with 40-60/ELG</u></p> <p>* NUMBERS - continuing counting, recognising, ordering (ongoing). Also -using quantities and objects, chn add together two single digit numbers (spots on a pirate bandana), ordering random numbers from lowest to highest (0, 3, 5, 8 etc), chn explore problems including sharing (chn share bananas out between minions), chn also share balls out between tyres.</p>	<p>*All Maths related to our theme/stories - based on assessment/using EYFS.</p> <p><u>MAIN FOCUSES: Working within ELG</u></p> <p><u>Strong focus on intervention/consolidating so we can get as many chn to ELG as we can.</u></p> <p>* NUMBERS - continuing counting, recognising, ordering (ongoing). Also -favourite minibeast pictogram (checking how many, talking about the most and least popular, 'The Worm Challenge' - who can find the most worms in their</p>

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	<p>estimating alongside capacity and recording too (how many cups do you think it will take to fill up a bath for the naughty bus?), chn explore number problems (which path should the naughty bus take to pick up the most passengers?), chn explore 1/2/3 more (passengers on the naughty bus) and we learn about jumping along the number line.</p> <p>*SHAPE, SPACE AND MEASURE - chn create the naughty bus using 2D and 3D shapes, chn create a town for the naughty bus to ride through using 3D shapes, weighing and comparing easter eggs (using vocabulary - heaviest, lightest, the same).</p> <p><u>All maths related to our theme/chns interests.</u></p> <p>*Number formation opportunities in 'busy bee time'.</p>	<p>*SHAPE, SPACE AND MEASURE - chn take part in various time challenges to find out what they can do in 1 minute (how many balls of playdough can they make etc), we explore telling the time together (o'clock) using stories and playing games like 'What's the time Mr Wolf?', we will explore money - beginning with 1ps and moving on to 2p, 5p, 10p as appropriate (buying items from the Pirate shop).</p>	<p>garden? (chn count and record).</p> <p>*SHAPE, SPACE AND MEASURE - chn plant/grow sunflowers (chn measure these and record), chn make animals using 2D/3D shapes - focusing on using mathematical language to describe them, chn explore symmetry with butterflies.</p>
Expressive Arts and Design	<p>On-going provision (junk modelling, painting, various sticking materials- pasta, natural materials, etc.)</p> <p>Journeys/transport themed songs.</p> <p>Chn make their own toy towns using various construction.</p> <p>Chn make/paint large London bus.</p> <p>Chn make road signs to help the</p>	<p>On-going provision (junk modelling, painting, various sticking materials- pasta, natural materials, etc.)</p> <p>Pirate/mermaid themed songs.</p> <p>Chn paint their own pirates and mermaids and name them.</p> <p>Chn make/paint large pirate ship</p> <p>Chn make everything they need to</p>	<p>On-going provision (junk modelling, painting, various sticking materials- pasta, natural materials, etc.)</p> <p>Minibeast themed songs.</p> <p>Chn make minibeasts using plasticine to go in our minibeast small world garden.</p> <p>Chn make minibeasts out of the</p>

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	naughty bus stay on his journey. Tyre printing and patterns.	become pirates at our 'Pirate Accessories Station' - treasure chest, telescopes, eye patches, treasure, skull and cross bone flags.	junk modelling.
Understanding the World	<p>Different types of transport Exploring freezing and melting - the naughty bus got stuck in a large ice cube - how can we get him out? Chn explore floating and sinking.</p> <p>Shrove Tuesday Easter Story Mothers Day (threading love hearts for Mums)</p>	<p>Learning about pirates. What will we need to take with us to survive on a long journey/ what is the most important? Finding out about different types of sharks. Looking at the size of different sharks and measuring them with objects we know e.g. this shark is the same size as 20 bananas! Learning about other creatures who live under the sea. Chn design their own sea monster using an art program on the computer. Chn make pirate/mermaid cress heads and observe them growing. Noah's Ark</p>	<p>Finding out about different minibeasts Minbeast hunt/observing our wormery Sorting farm and zoo animals Drusillas trip - minibeasts talk. Chn draw their favourite minibeast using an art program on the computer. Planting, looking after and growing sunflowers</p> <p>Our trip to Drusillas Zoo.</p>

