

Overdale Community Primary School Reception LTP-Cycle A (2 year cycle)

Annual Learning plan- Cycle A						
Our values which we promote alongside the characteristics of effective learning: Respect, Resilience, Responsibility- Try our best, Work together, Ask questions, Be kind-kind hands/feet/words, make good choices						
Progression: See OCPS trackers for breakdown in monthly bands						
Year group:	Nursery					
Teachers:	Mrs Vasconcelos/Mrs Bateman					
Term:	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Enquiry/ key question:	Who am I (Family)	Once upon a Rhyme (Celebrations/ nativity)	People who help us	Down on the farm	Kings, Queens and castles	'Oh I do like to be beside the seaside' (Transition)
Hooks for learning	Starting my new class New Beginnings How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe	What do you celebrate? What celebrations have you been to? Do we all celebrate the same celebrations? Why do we celebrate things? What makes a celebration special? Let us celebrate our differences what are they?	Who helps me at home? Who helps me at school? Who helps to keep me safe and healthy? Who helps us to have food? Who helps us in our local area? What do we wear on cold days?	What grows in my garden? Why are trees so big? How can I grow my own vegetables? Which fruits grow in our country and which do not? How do animals change as they grow? What does everything need to help it grow?	What is a monarch? Who is our monarch? Where does our king live? What does a king/ queen wear? What lives in the forest? What is a throne? What is a dragon	Where do you go on holiday when its holiday time? Have you flown on an aeroplane? Where do people go on their holidays? What do people do on their holiday? What clothes do we need for very hot days?
Predictable interests/ enrichment opportunities	New routines Class expectations Autumn Harvesting plants/ vegetables Vegetable soup	Bonfire night Christmas Birthdays Children in Need Letter to Santa- post in local post-box- follow map Nativity Diwali celebration foods Baking bread	Invite a range of occupations/professionals to discuss their profession. Community display/map-doctors, supermarkets, library, my house etc Chinese new year celebration foods	Flowers and plants in Spring Planting seeds Animals on the farm Growing chicks Easter Pancakes with healthy toppings	Butterfly garden Fairy-tale wonderland Kings, queens, castles and dragons Flowers and plants in Summer Growing vegetables/ plants Pizza with vegetable toppings Ugly bug ball	The seaside Pirates Under the sea and on the beach Message in a bottle Fruit salad Teddy bear's picnic
C&L	See EYFS communication, language and literacy plan					
PSED	KAPOW- Self-regulation: My feelings Being me in my world: Resilience-asking questions & talking about feelings Being healthy- What are healthy foods and drinks? How can I keep my teeth healthy?	KAPOW- Building relationships: special relationships OCPS value – Respect Bonfire night safety	KAPOW- Managing self: taking on challenges OCPS value – Responsibility-making good choices- People who help us keep healthy and safe: dentist, RNLI, police, doctors, crossing patrol E-safety- healthy amounts of screen time	KAPOW- Self-regulation: Listening to and following instructions OCPS value – Resilience Try our best- Healthy food choices Anti-Bullying week	KAPOW- Building relationships: My family and friends OCPS value – Respect- caring about others feelings and well-being and our own	KAPOW- Managing self: Happy head, happy heart Transition- showing resilience and perseverance in the face of challenge Water safety
Physical	P.E passport: Fine motor development	P.E passport: Dance- the seasons	P.E passport: An adventure with the emergency services	P.E passport: A day on the farm	P.E passport: Fantasy fairytale	P.E passport: Under the sea

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<p>development</p>	<p>Fine motor development: Daily Doh-disco → Activities to promote wrist, hand and finger control; pinch strength hand-eye co-ordination, and dexterity. Scissor skill/pencil development and grip</p>	<p>Fine motor development: Doh-disco → Scissor skill/pencil development and grip</p>	<p>Fine motor development: Doh-disco → Scissor skill/pencil development and grip Name writing</p>	<p>Fine motor development: Doh-disco → Scissor skill/pencil development and grip Name writing</p>	<p>Fine motor development: Doh-disco → Scissor skill/pencil development and grip Name writing</p>	<p>Fine motor development: Doh-disco Scissor skill/pencil development and grip Name writing</p>
<p>Literacy</p>	<p>See EYFS communication, language and literacy plan</p>					
<p>Maths White Rose progression</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>	<p>Counting/ cardinality/ subitising Composition Comparison Pattern SSM</p>
<p>Maths vocabulary</p>	<p>1, 2, 3, 4, 5, whole, sort, shape Match, pair, same, exact, size, big, small, shape, round, straight, groups, medium, bigger, smaller,</p>	<p>Number, 5 frame, 1, count, how many, sort, same, different, more, less, groups, colours, shapes, repeat, pattern, what comes next? size</p>	<p>Number, 5 frame, 1, 2, 5, dot, bigger, smaller, how many altogether? count, first, second, then, whole, , count, total, sorting, same, different, groups, colours, shape, size, repeat, pattern, what comes next? Positional language, now, next, tall. Height, long, short, length</p>	<p>Number, 1, 2, 3, 4, 5, numeral, how many altogether, total, count, part, whole, colour, shape, repeat, pattern, what comes next? Half, a little, a lot, heavy, light, curved, straight, sides, circle, square, rectangle, triangle</p>	<p>Number, numeral, 5 frame, 1, 2, 3, 4, dots, pattern, how many altogether, total, count, shape, rectangle, square, sides, curved, straight, equal, same, part, whole, colour, shape, repeat, pattern, what comes next? Positional language, round, bendy, straight, full, empty</p>	<p>1-10, number, numeral, whole, 5 frame, dots, colour, shape, repeat, pattern, what comes next? Mistake, fix, cube, cuboid, cone, pyramid, sphere, triangle, square, rectangle, circle, sides, corners, straight, flat, points tall. height, long, short, length Half, a little, a lot, heavy, light, round, bendy, straight, full, empty</p>
<p>Understanding the world</p>	<p>Myself: Our group, My body, Who am I? Hands and feet, Daily routines Diwali Harvest Festival</p>	<p>Seasonal change - Autumn The five senses: What can you see/hear/touch/smell/taste? Tasty foods The Christmas story/ nativity Remembrance Day Hanukkah Fireworks and Bonfire Night safety Children in Need Christmas</p>	<p>Seasonal change - Winter Seasonal clothes: Clothes from other cultures, investigating materials, design and pattern, Special clothes e.g. firefighter etc. Baby clothes Who helps me at home, Who helps me at school? Chinese New Year Valentine's Day</p>	<p>Seasonal change – Spring What will you find on a farm? Planting Pancake Day Mother's Day</p>	<p>Seasonal change – Summer Healthy foods: Where do we buy our food? Foods from other cultures, foods that grow underground, dairy foods, picnic time Planting and growing</p>	<p>Exploring solids and liquids Planning and preparing for transition Father's day</p>
<p>Computing</p>	<p>Digital imagery- Taking photos/ videos in role play and digitally.</p>	<p>Developing ideas and making things happen - Modelling and simulations- Responding to cause and effect with electronic toys. Choose and use appropriate electronic toys in the course of</p>	<p>Exchanging and sharing information- Electronic communication Exploring electronic communication in role-play e.g. telephones.</p>	<p>Finding things out- Data handling- Sorting activities and classification. Information gathering and graphical representation.</p>	<p>Exchanging and sharing information- sounds and music- Responding to pre-recorded sounds. Using simple musical devises</p>	<p>Developing ideas and making things happen- LOGO Exploring and control electronic toys.</p>

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		role-play.	E-safety	Exchanging and sharing information- Text processing and information- Developing mouse control	Exchanging and sharing information- Text processing and information- Developing mouse control	Exchanging and sharing information- Text processing and information- Developing mouse control
Expressive arts and design (See musical development matters document)	Modelled introduction to expectations when working in creative area: Exploring tools and materials including mark making with a range of medium and construction materials. Self-portraits Listening and responding to familiar nursery rhymes and chants. Explore favourite rhymes and chants	Colours and feelings- exploring printing: Firework art/ Autumn colours Open ended play opportunities to reflect their understanding of characters and events within rhyme. Building up the repertoire of rhymes and chants	Exploring Colour naming/ mixing Making patterns Exploring rhythm in music and dance- Dance like a...	Spring art- making marks with a paint brush and beyond. Paint a simple image Exploring how sounds can be made and changed- animal sounds and instruments	Creating castles and houses- Developing joining skills Exploring Music- dance like a king/ queen. Likes/dislikes- feeling in response to music	How to improve my model- oral planning and reviewing Experiment with ways to change familiar songs.
Outside	Getting dressed and organised for outdoor learning. Modelled introduction to outdoor area provision: Keeping safe, awareness of boundaries. Look out for each other. Respect of resources	Explore the outdoor environment with growing confidence. Autumn colours to notice changes. Tractors Harvesting Santa's grotto/ reindeers Winter wonderland	How to keep warm in Winter. Changing seasons, ice, frost, trees, weather. Birds in Winter. RSPB bird watch, binocular use. Feeding the birds. Amazon delivery- problem solving Games making station	Observe the changing environment, signs of Spring, new growth, buds, blossom, flowers etc. Search for nesting birds, wildlife. New life. Lambing Garden centre Potting	Investigate seeds. Caring for and growing plants. Castles Fairy garden Planting	Choose appropriate clothing for hot days, sun hats, sun screen. Investigate mini-beasts. Use natural resources to create art work eg. Textures. Minibeast hunts The beach Ice-cream shop/van Crazy golf
Trips/ visits:	Walk in the local area	Santa's grotto	Visits from local professionals: fire brigade, police etc. Local walk to the post office to post a class letter Local walk to the library	Living eggs	Local walk to the library	Trip to sea-life centre/ beach
Parental engagement:	Creative play: stay and play session	Bonfire night story evening	Invite family members to talk about their jobs.	'Phonics' stay and play session	'Maths games' parent stay and play session	Transition
Parental involvement:	Read to your child, sing nursery rhymes Engage in role play Use everyday activities to develop your child's use of vocabulary.	Spend time taking walks together and collecting signs of Autumn. Read books together about animals, trees and the natural world during Autumn. Prepare and cook a meal together- try our nursery soup	Read and share books about different jobs and skills. Talk about the lives of people in their family and the jobs that they do. Encourage children to use cash and coins to pay for small amounts.	Read to your child and with your child. Visit the local library. Make up stories together. Create a healthy snack together Encourage your child to create pictures of their favourite books and characters.	Look at your local environment for example on the way to school or at the park. Perhaps plant and grow some seeds at home. Encourage your child to take care of and respect nature. Talk to your child about transition	

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The above sequence of planning is a guide for practitioners to ensure the expectations of the EYFS curriculum are met and our children learn and develop well. In our EYFS we are committed to nurturing the children to become lifelong inquisitive learners and therefore, some activities and learning opportunities may be exchanged to take account of the children's fascinations and interests.