

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						
Year group:	Reception					
Teachers:	Miss Wilson/ Miss Martin/Mrs Wood/ Mrs Harvey					
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)	Let's celebrate! (nativity)	People who help us	Down on the farm (Life cycles)	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 development P.E sessions to be taught weekly	P.E Passport- Gymnastics :flight- Bouncing, jumping and landing Differentiated Fine/gross motor development supported through provision.	P.E Passport- Fine motor skills Differentiated Fine/gross motor development supported through provision. Handwriting/ letter	P.E Passport- Target games Differentiated Fine/gross motor development supported through provision.	P.E Passport- Fine motor skills Differentiated Fine/gross motor development supported through provision.	P.E Passport- Athletics Differentiated Fine/gross motor development supported through provision.	P.E Passport- Gym- rocking and rolling Differentiated Fine/gross motor development supported through provision. Handwriting/ letter formation

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	Handwriting/ letter formation sessions Name writing/ scissor skills	formation sessions Name writing/ scissor skills	Handwriting/ letter formation sessions	Handwriting/ letter formation sessions	Handwriting/ letter formation sessions	sessions
Literacy	See EYFS communication, language and literacy plan					
Maths	<p>White Rose Maths: Getting to Know You: Baseline assessment/ maths in the continuous provision/ Positional language/ key moments in the day Just like me!: Number: Match, sort and compare amounts. Measure/ shape- Compare sizes, mass and capacity, explore patterns</p>	<p>White Rose Maths: It's Me 1, 2, 3: Number- Representing and comparing 1, 2 and 3, composition of number 1, 2 and 3 Consolidation/ Assessment: Revision of pattern- Autumn/ Christmas</p>	<p>White Rose Maths: Light and Dark: Number- representing numbers to 5; one more/ and one less Measure/ shape – Circle and triangle; positional language Alive in Five: Number- Introducing zero; comparing number to 5. Measure/ shape- Compare mass and capacity</p>	<p>White Rose Maths: Growing 6, 7 and 8: Number- 6, 7 and 8; combining 2 amounts; making pairs. Measure/ shape- Length and height; time Building 9 and 10: Number- Counting to 9 and 10; comparing numbers to 10; bonds to 10 Measure and shape- 3D shapes; spatial awareness; patterns</p>	<p>White Rose Maths: To 20 and beyond: Number- building numbers beyond 10; counting patterns beyond 10. Measure/ shape- Spatial reasoning; match; rotate; manipulate. First Then Now: Number- Adding more; taking away Measure/ shape- spatial awareness; compose and decompose</p>	<p>White Rose Maths Find my pattern: Number- doubling; sharing and grouping; even and odd Measure/ shape- spatial reasoning; visualise and build On the move: Number- deepening understanding; patterns and relationships. Measure/ shape- Spatial awareness; mapping</p>
Maths Vocabulary	<p>Just like me- Same, different, match, describe, pair, pattern, estimate/ guess, outline, size, more, fewer, sort, big, little, large, small, medium, more than, less than, taller, tallest taller than, short, shortest, shorter than, length, long, longer, longest, capacity, big, biggest, small, smallest, medium, pattern, repeated, next, before, after size, large, shape, mistake, wide, narrow,</p>	<p>It's me 1, 2, 3- One, how many?, number, two, three, represent, pairs, sort, more, match, numeral, amount, one more, one less, total, more, fewer, same, shapes, circle, triangle, curved, side, straight, behind, on, in, between, under</p>	<p>Light and dark: Number, numeral, four, one less, 5 frame, how many? count, one less, 0, 1, 2, 3, 4, 5, pattern, shapes, rectangle, square, circle, triangle, sorting, special rectangle, sides, corners, long, short, time, day, night, day-time, night-time, first, then, next, after, finally, last. Alive in five: Count, one less, how many left? Zero, none, empty, count, How many? Numeral, five, inside/outside, more, less, greater, fewer, most, least, total/altogether, how many more? How many altogether? Total, balance, heavier, lighter, full, nearly full, nearly empty, empty, , larger, smaller, half</p>	<p>Growing 6, 7 and 8: Count, number, numeral, six, 6, how many? 7, altogether, total, group, sort, eight, six, seven, eight, match, the same, pairs, groups of 2, equal, left over add, dice, jump, more, tall, taller than, tallest, short, shorter than, shortest, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, yesterday, tomorrow, before, after, sequence, time, measure, second, minute, how long, Building 9 and 10: count, number, numeral, nine, 9, ten, 10, sort, group, order, first, last, altogether, how many? order, backwards, one less, more, less, greater, fewer, 3D Shapes, solid, flat, curved, edge, surface, cube, cuboid, cone, sphere, cylinder, triangular prism, face, circle, rectangle, triangle, pattern, repeating, square, before, after, follow, next, start, finish, between, copy repeat</p>	<p>To 20 and beyond: Number, numeral, eleven, twelve, thirteen, fourteen, fifteen, tens, ones, 10 frame, digit, how many? Altogether, more than 10, less than 10, subtract, take away, how many left, more order, greater than, fewer than, count, forwards, container, estimate, 2D shape, circle, triangle, rectangle, square, rotate, small, large, sides, long, short, equal, next to, on top of, underneath, above, below, in front of, between, behind, match, parallelogram, First Then Now: How many?, count, forwards, first, then, now, how many?, altogether, total, ten frame, take away, how many left? Subtract, shape, side, triangle. Right-angled, square, rectangle, tall, thin, wide, short, small, large, pattern, rotate, parallelogram, rhombus, trapezium, match</p>	<p>Find my pattern: Double, match, pair, same, total, altogether, share, equal groups, equally, fair, unfair, how many? half, whole, groups, groups of, odd, even, pairs, equal, one left over, odd one out, next to, on top of, underneath, above, below, in front of, between, behind On the move: How many? more, less, add, take away, left, total, altogether, two, four, total, plus, equals, count, how many? numeral, most, least, fewest, measure, long, longer, longest, short, shorter, shortest, length, same as, long, longer, short, shorter, score, in total, pattern, repeating, circle, triangle, rectangle, square, rule, passed, passes, through, first, then, next, above, next to, below, forwards, backwards, back, across, up, down.</p>
Understanding the world	<p>Seasonal change (Inc. weather & lifecycles of plants and animals) - Autumn</p> <p>How can we find out about the past? Make a simple family tree of immediate family</p>	<p>Christmas Remembrance Day Thanksgiving Fireworks and Bonfire Night safety</p>	<p>Seasonal change (Inc. weather & lifecycles of plants and animals) - Winter</p> <p>Jobs in the past/ present</p>	<p>Seasonal change (Inc. weather & lifecycles of plants and animals) - Spring</p> <p>Which animals live on a farm? Compare a farm and a house-map work.</p> <p>Life cycles – chicken, frog, caterpillar</p>	<p>Seasonal change (Inc. weather & lifecycles of plants and animals) - Summer</p> <p>Talk about what is the same and what is different between familiar things e.g. house, clothes toys etc. What was life like in a castle? Know we have a royal family</p>	<p>Floating and sinking Effects of plastic waste Recycling Study pirate maps to find treasure</p>

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<p>Continue developing positive attitudes about the differences between people. Recognise that people have different beliefs and celebrate special times in different ways. Place representations of various celebrations/ harvests on world map as they occur.</p>	<p>Study maps of the school grounds: Do we know the name of the town/ road where we live?</p>			<p>Planting and growing- preparing outdoor area for sowing.</p>	<p>Planting and growing (Jack's beanstalk)</p>	
	<p>Possible festivals to cover... Diwali Harvest Festival- harvests around the world Mid-Autumn harvest- China, Taiwan, Vietnam</p>	<p>Thanksgiving- America and Canada Children in Need Nativity</p>	<p>Pongal, Tamil-India Chinese New Year Valentine's Day Pancake Day</p>	<p>Mother's Day Easter</p>		<p>Rice harvest festival- Indonesia & Bali Father's day</p>
<p>Expressive arts and design</p>	<p>Modelled introduction to expectations when working in creative area: Design and label, holding a paintbrush, exploring mark making Constructing models of our homes</p> <p>Implementing and embedding music/ dance into the continuous provision</p> <p>Self-portraits</p>	<p>Open ended play opportunities: to reflect their understanding of characters and events within stories</p> <p>Kapow: celebration music</p> <p>Colours and feelings- exploring paint: Firework art/ Autumn colours Kandinsky- shape art</p>	<p>Primary colours/ colour mixing Mondrian- roads and straight lines</p> <p>Kapow: Exploring sound</p>	<p>Colour mixing, Spring art Experimenting with different textures</p> <p>Kapow: Music and movement</p>	<p>Designing and building bridges designing and building castles Creating imaginary small worlds and developing storylines around them - kingdoms</p> <p>Kapow: Musical stories</p> <p>construct with purpose in mind- Developing joining skills</p>	<p>Digital art Environmental land art Creating a world Matisse: snails/ minibeasts</p> <p>Kapow: Big band</p> <p>Plan and evaluate- consolidation</p>
<p>Computing</p>	<p>Children use ICT equipment to support their explorations. <u>The child will be able to;</u></p> <ul style="list-style-type: none"> - Use i-pad to help develop visual ideas e.g. looking for ideas to create their train track or design a new bridge (google images) - Plan out ideas on the whiteboard using the pen tool - Copy over letters using the pen tool on the whiteboard - Practice writing their name, cvc words, numbers on the whiteboard using the pen tool - Create settings/objects/ characters on a simple computer program - Scan QR codes to find educational games on the I-pad 		<p>The child uses ICT with support to share a series of photos and text to recount/document an experience, event or story. This could be in the form of a digital book, film or audio recording <u>The child will be able to;</u></p> <ul style="list-style-type: none"> - Take photos, print and sequence in correct order an event they have been part of e.g. Talk for writing re-telling - Children take photos from walks in school or school trips, baking etc - Children take photos/videos in the provision and know how to watch back on device (eg creating a dance, musical composition) <p>E-safety- including sharing advice with parents</p>	<p>Children are familiar with what, why and where technology is used at home or school. Their knowledge of technology supports them to choose how best this can inform and compliment learning. <u>The child will be able to;</u></p> <ul style="list-style-type: none"> - Take a video of their friends in PE/dance and share back so they know how to improve their technique - Use i-pads to find images for ideas to use in their drawings, model making and construction etc - Know that they can photocopy their work - Know they can you a microwave to re-heat and cook - Know they could use an electric mixer for mix batter etc 		
<p>R:E: Content taken from NYCC agreed</p>	<p>Where do we belong? Focus: Living Skills: Discovering</p>	<p>Which times are special and why? Focus: Expressing Skills: Discovering</p>	<p>Which people are special and why? Focus: Believing Skills: Discovering</p>	<p>Which stories are special and why? Focus: Believing</p>	<p>What is special about our world and why? Focus: Living</p>	<p>Which places are special and why? Focus: Expressing</p>

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syllabus	Key Vocabulary: Family, home, church, special, God Christian, baptism Muslim, Allah, mosque, whisper, Hindu, brothers, sisters	Key Vocabulary: celebrate festival gifts, food, clothes, cards Christmas – Christian, Mary, Jesus, Joseph, angel, shepherds, king Divali – Hindu, Rama Sita, diva, light Sukkot – Jewish, sukkah	Key Vocabulary: family, friends, Guru Nanak (Sikhism) snake cobra, poisonous, Jesus, loaves, fishes, miracle Zacchaeus	Skills: Discovering Key Vocabulary: Bible, Qur’an, God, Jesus, Muhammad, feelings, promises, good, storm, scared, worried, brave	Skills: Discovering Key Vocabulary: creation, nature, world, plants, animals, camels, kittens, God, Allah, Prophet Muhammad, happy, sad, kind, good, care	Skills: Discovering Key Vocabulary: Special, school, home, Christian church Muslim, mosque happy, excited, relaxed, sad, worried
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 Tractors Harvesting	Explore the outdoor environment with growing confidence. Autumn colours begin to understand about forest animals and hibernation. Santa’s grotto/ reindeers Winter wonderland Amazon delivery- problem solving	How to keep warm in Winter. Changing seasons, ice, frost, trees, weather. Birds in Winter. RSPB bird watch, binocular use. Feeding the birds. 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 and know that most vegetables, plants etc are grown from seeds. Conditions for growth caring for plants, roots systems. 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- familiar waypoints	Santa’s grotto	Local walk to the library	Visit to a local farm	Local walk to the post office to post a letter- Do we remember where we live? Learn our address.	Trip-sea life centre/ beach/
Parental engagement:	Creative play: stay and play session	Bonfire night story evening	Invite family members to talk about their jobs.	‘motor development’ 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. Prepare and cook a meal together- try our EYFS soup Attend the Phonic parent information evening	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 EYFS soup Attend our stay and play sessions	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. Attend the maths information parent evening Attend our stay and play sessions	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. Join us on our school trip to a farm. Attend our stay and play sessions	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. Join us on our school trip to the Sea-life centre/ seaside Talk to your child about transition Attend our stay and play sessions	
Possible links to KS1	A local Study- homes in the local area Drawing Maps Weather patterns and changes in the UK Family and relationships	Celebrations How and why do we celebrate special times	History of NHS: Florence Nightingale	Plants Animals/ Life cycles	Great Fire of London Lives of significant individuals Plants Toys	Hot and cold Places Drawing Maps Recycling Explorers Seaside changes from the past

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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.