

Littleton Green Community School

Class plan - Reception Cycle A



Let's Explore

Understanding the world



Marvellous Machines

Understanding the world



Long Ago

Understanding the world



Ready Steady Grow

Understanding the world

Block	1a	1b	2a	2b
PURPLE Passport	What it is to be PURPLE locally: Paint a self-portrait; Look up where you live on a map; Go on an Autumn walk.	Take a photograph; Make a sandwich; Meet a friends pet; Perform a song (Nativity).	How to be PURPLE nationally: Post a letter; Retell a story; Visit a local place of worship.	Plant some bulbs; Taste a new fruit; Make a leaf rubbing.
Parent Engagement Sessions	I am PURPLE	Early Years Nativity Performance	Internet Safety	British Science Week
Memorable experience	Let's explore!. Journey around the school to meet people who help us	Marvellous machines. Visit to the Think Tank Museum	Blists Hill Victorian Town	Packington Farm Talk
Innovate challenge	Helping Theo.	Incredible inventions.	Exploring changes.	Penny pig's super salad
English:	-RWI Phonics; -Read individual letters by saying the sounds for them; - Where the Wild Things Are - Maurice Sendak; Developing a new character, oral retelling, labels and captions; - Anansi The Spider - Gerald McDermott; Labels and captions, call-and-response poems, descriptive posters and simple explanations.	-RWI Phonics; -Read individual letters by saying the sounds for them; - Blend sounds into words so that they can read the short words made up of known letter-sound correspondences; -Look up! - Nathan Bryron and Dapo Adeola; Dialogue, diaries, re-telling (oral dictation), mini-autobiography and ships logs; -Halibut Jackson - David Lucas; Signs and labels, captions, invitations, thoughts bubbles, advertisements and letters.	-RWI Phonics; -Read a few common exception words; -Blend sounds into words so that they can read the short words made up of known letter-sound correspondences; -Little Red - Lynn Roberts and David Roberts; Labels, notes of advice and adverts; -Super Milly and the Super School Day - Stephanie Clarkson; Letters of encouragement, a retelling; song lyrics and job applications.	-RWI Phonics; -Read a few common exception words; -Read some letter groups that each represent one sound; -I will Not Ever Never Eat a Tomato - Tomato Child; Statements, writing in role and shopping lists; -The Extraordinary Gardener - Sam Boughton; Labels, letters of advice, instructions and narratives;
Texts/Rhymes:	Where the Wild Things are - Maurice Sendak; Anansi The Spider - Gerald McDermott.	Look up! - Nathan Bryron and Dapo Adeola; Halibut Jackson - David Lucas.	Little Red - Lynn Roberts and David Roberts; Super Milly and the Super School Day - Stephanie Clarkson.	I Will Not Ever Never Eat a Tomato - Tomato Child; The Extraordinary Gardener - Sam Boughton.
Suggested Tests for Home:	We're going on a Bear Hunt- Michael Rosen; Where's Spot - Eric Hill; My Cat likes to hide in boxes- Eve Sutton; Where's My Teddy? - Jez Alborough; The Way I Feel- Janan Cain.	You Can't Call an Elephant in an Emergency- Patricia Cleveland-Peck; What Do Machines Do All Day?- Jo Nelson; Peppa Pig: Peppa Pig's Family Computer- Ladybird; The Internet is Like a Puddle (Big Hug Books-Shona Innes; Harry and the Robots- Ian Whybrow.	Alfie at Nursery School- Shirley Hughes; My Two Grannies- Floella Benjamin; Clothes Then and Now- Julie Haydon; When I Was a Child- Andy Stanton; My Grandpa is amazing- Nick Butterworth.	The Gigantic Turnip- Alexei Tolstoy; Handa's Surprise- Eileen Brown; Oliver's Vegetables- Vivian French; Jasper's Beanstalk- Nick Butterworth; Rosies' Walk- Pat Hutchins.



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Communication and language development:

Engage in story times; Listen to and talk about stories to build familiarity and understanding; Ask questions to find out more and to check they understand what has been said to them; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives; Learn new vocabulary Use new vocabulary.

Understand how to listen carefully and why listening is important; Ask questions to find out more and to check they understand what has been said to them; Articulate their ideas and thoughts in well-formed sentences; Engage in story times; Listen to and talk about stories to build familiarity and understanding; Engage in non-fiction books; Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary; Describe events in some detail; Use talk to help work out problems and organise thinking and activities, and to explain how things work and why that might happen.

Ask questions to find out more and to check they understand what has been said to them; Understand how to listen carefully and why listening is important; Articulate their ideas and thoughts in well-formed sentences; Learn new vocabulary; Connect one idea or action to another using a range of connectives; Describe events in some detail; Listen to and talk about stories to build familiarity and understanding; Engage in story-times; Use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen; Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary; Engage in non-fiction books; Listen carefully to rhymes and songs, paying attention to how they sound.; Learn rhymes, poems and songs.

Describe events in some detail; Listen to and talk about stories to build familiarity and understanding; Ask questions to find out more and to check they understand what has been said to them; Use talk to help work out problems and organise thinking and activities and explain how things work and why they might happen; Engage in non-fiction books; Listen to and talk about non-fiction to develop a deep familiarity with new knowledge and vocabulary; Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some of their own words.

Physical development:

Power of PE (Gross Motor skills) People who help us; Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Power of PE (Gross Motor skills) Autumn; Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes

Power of PE (Gross Motor Skills) Transport; Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Power of PE (Gross Motor skills) Growing; Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently



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Personal, social and emotional development:

-Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Express their feelings and consider the feelings of others. -Build constructive and respectful relationships. -See themselves as a valuable individual.

-See themselves as a valuable individual -Show resilience and perseverance in the face of change. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others - Think about the perspective of others. - Identify and moderate their own feelings socially and emotionally

-Build constructive and respectful relationships. - See themselves as a valuable individual.

-Know and talk about the different factors that support their overall health and well being. (Healthy eating, tooth brushing, hand washing, exercise)

Mathematics:

Power Maths: Unit 1: Numbers to 5; Unit 2: Sorting; Unit 3: Comparing groups within 5.

Power Maths: Unit 4: Change within 5; Unit 5: Time; Unit 6: Number bonds within 5.

Power Maths: Unit 7: Numbers to 10; Unit 8: Comparing numbers within 10; Unit 9: Addition to 10.

Power Maths: Unit 10: Number bonds to 10; Unit 11: Shape and space; Unit 12: Exploring patterns.

Understanding the world:

-Talk about members of their immediate family and community. Recognise some environments that are different to the one in which they live. -Draw information from a simple map. -Explore the natural world around them. - Describe what they see, hear and feel whilst outside. -Comment on images of familiar situations in the past. - Recognise some similarities and differences between life in this country and life in other countries. - Compare and contrast characters from stories, including figures from the past.

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-Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. - Recognise some similarities and differences between life in this country and life in other countries. - Recognise that people have different beliefs and celebrate special times in different ways. -Understand the effect of changing seasons on the natural world around them.

-Explore the natural world around them -Describe what they see, hear and feel outside -Comment on images of familiar situations in the past

Expressive arts and design:

-Create collaboratively, sharing ideas, resources and skills. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Develop storylines in their pretend play.

-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills. -Explore and engage in music-making and dance, performing solo or in groups. -Watch and talk about dance and performance art, expressing their feelings and responses.

-Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music-making and dance, performing solo or in groups. -Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.

-Sing in a group more on their own, increasingly matching the pitch and following the melody. - Explore and use and refine a variety of artistic effects to express their ideas and feelings. -Develop storylines in their pretend play. -Return to and build upon their previous learning, refining ideas, and developing their ability to represent them. -Explore and engage in music-making and dance, performing or in solo groups.



Animal Safari

Understanding the world



On the Beach

Understanding the world

Block	3a	3b
PURPLE Passport	How to be PURPLE internationally: Visit a farm; Teddy bears picnic; Search for butterflies.	Dress up like a pirate; Make a paper boat and see if it floats; Make a treasure map.
Parent Engagement Sessions	Sports Week	Art transition
Memorable experience	Animal expert talk	Sea Life Centre
Innovate challenge	Greedy Zebra.	Seaside Packs
English:	-RWI Phonics; -Read some letter groups that each represent one sounds; - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words; - Hairy Maclary from Donaldson's Dairy - Lynley Dodd; Character description, writing in role, letters and leaflets; -The Night Pirates - Pete Harris and Deborah Allwright; Writing in role, letters, labels and captions.	-RWI Phonics; -Read a few common exception words; -Read some letter groups that each represent one sound; -Re-read these books to build up their confidence in word , their fluency and their understanding and enjoyment; -Oi! Frog - Kes Gray and Jim Field; Rhyming flipbooks, questions, captions and labels; -Izzy Gizmo - Pip Jones; Signage, letters of advice, lists and labelled diagrams.
Texts/Rhymes:	Hairy Maclary from Donaldson's Dairy - Lynley Dodd; The Night Pirates - Pete Harris and Deborah Allwright.	Oi! Frog - Kes Gray and Jim Field; Izzy Gizmo - Pip Jones.
Suggested Tests for Home:	Doing the Animal Bop- Jan Ormerod; Walking Through the Jungle-Julie Lacombe; Animal Homes- Libby Walden; Book of Animals- Oliver Jeffers; From Head to Toe- Eric Carle.	Who's Hiding at the Seaside? (Nosy Crow)- Katharine McEwen; Lucy and Tom at the Seaside- Shirley Huges; First Book of the Seashore (RSPB) Derek Niemann; Hey Duggee: A Day at the Beach-Jenny Landreth; Exploring Rock Pools-Jill McDougall.



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Communication and language development:

Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives; Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words; Ask questions to find out more and to check they understand what has been said to them; Describe some events in detail.

Connect one idea or action to another using a range of connectives; Articulate their ideas and thoughts in well-formed sentences; Use talk to help work out problems and organise thinking and activities, and explain how things work and why they might happen; Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary; Ask questions to find out more and to check they understand what has been said to them; Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words; Listen to and talk about stories to build familiarity and understanding; Engage in story times.

Physical development:

Power of PE (Gross Motor skills) Mini Beasts; Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Power of PE (Gross motor skills) Pirates; Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming Develop overall body strength, balance, coordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

Personal, social and emotional development:

-See themselves as a valuable individual -Show resilience and perseverance -in the face of challenge. -Express their feelings and consider the feelings of others.

-Know and talk about the different factors that support their overall health and well-being: (Sun safety, exercise) -Identify and moderate their own feelings socially and emotionally. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. - Think about the perspectives of others.

Mathematics:

Power Maths: Unit 13: counting on and counting back; Unit 14: Numbers to 20.

Power Maths: Unit 15: Numerical patterns; Unit 16: Measure.



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On the Beach

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Understanding the world:

-Explore the natural world -
Recognise some similarities between life in this country and life in other countries -Recognise some environments that are different to the one in which they live. -Draw information from a simple map -Understand the effect of the changing seasons on the natural world around them. -Understand that some places are special to members of their community.

-Describe what they see, hear and feel whilst outside. -Explore the natural world around them. -Comment on images of familiar situations in the past. -Recognise some similarities and differences between life in this country and life in other countries. -Talk about members of their immediate family and community.

Expressive arts and design:

-Explore and use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills. -Return to and build upon their previous learning, refining ideas, and developing their ability to represent them. -Develop storylines in their pretend play. -Sing in a group or on their own, increasingly matching the pitch and following the melody.

-Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Watch and talk about dance and performance art, expressing their feelings and responses. -Develop storylines in their pretend play.