

Bloxham C of E Primary School Foundation Stage Long Term plan 2021-2022- Reception

	Term 1 Hello, Friend!	Term 2 Let's Celebrate	Term 3 The World Around Me	Term 4 Now and Then	Term 5 Come Outside	Term 6 On the Move
Context for Learning	(PSED/ C&L/ PD focus) Story: Fiction: Hello, Friend! Whole School Text: Me and My Fear Non-Fiction: Out and About	(UTW and EAD focus) Story: Fiction: The Gingerbread Man The Christmas Story Non-Fiction: Celebrations and Festivals	(C&L/ UTW focus) Story: Fiction: Grandad's Island Non-Fiction: All about Arctic Animals	(History/ Maths focus) Story: Fiction: Kipper's Toyshop Non-Fiction: Toys Around the World	(Science/ UTW focus/ C&L) Story: Fiction: Jack and the Bean Stalk Non-Fiction: Yucky Worms	(EAD/PSED focus) Story: Fiction: The Big Red Bus/ Mr Gumpy's Outing Non-Fiction: How to build a matchstick car/ Keeping Fit and Healthy
Key themes	<ul style="list-style-type: none"> - Making relationships - Establishing rules and routine - Developing independence - Explore rhyme, learn poems and stories - Developing fine and gross motor skills in and outdoors - Zones of regulation - People who help us 	<ul style="list-style-type: none"> - Festivals and celebrations - Other cultures and communities - Similarities and differences - Perform, sing and dance as part of a group. 	<ul style="list-style-type: none"> - Developing knowledge of the natural world - Observing and commenting on what we learn - Comparing climates and animals around the world - Beginning to use a map. - Directional/ positional language. - Our oceans- keeping the world clean 	<ul style="list-style-type: none"> - Make comparisons from past to present e.g., toys, clothes and technology - Describing and explaining - Designing and creating - Applying Maths practically, problem-solving, real-life contexts 	<ul style="list-style-type: none"> - Observing change over time - Working scientifically to find out information - Describe and report on what we learn - Use the outdoor environment to extend knowledge of the natural world 	<ul style="list-style-type: none"> - Plan, design, create and review our work-how to make a toy vehicle - Use tools and techniques safely. - Set challenge and persevere - Plan and prepare for change - Keeping fit and healthy - My body, diet and exercise - Look to the future and set goals- transition
Trips/Events	Harvest celebration	Nativity Performance Trip to Warwick Arts Centre	Visit from Zoolab Walk in local environment	Easter Assembly Visit from Banbury museum	Trip to Warriner Farm	Sports Day Trip to Gaydon Motor Museum
Personal Social and Emotional Development (PRIME AREA)	<p>Self-Regulation: To begin the year we learn a lot about what makes us unique. We compare and respect our differences with others and learning to socialise in our new environment. We learn to negotiate and share how we feel with each other effectively. We will make class rules and work together to care for each other and our classroom. We establish a new daily routine and develop confidence and resilience as they take their first step in school life. We use the zones of regulation to help us verbalise how we are feeling and to know how we can help ourselves.</p> <p>Managing Self: Developing independence skills are crucial and managing our own needs means we are preparing early on for our school journey. We encourage and support children in looking after their belongings, showing independence as they self-select activities and beginning to show confidence and resilience when faced with challenge.</p> <p>Building Relationships: Children are given independent and structured opportunity to build constructive and respectful relationships with their peers. Adult's support this in the environment and encourage children to express their feelings in a constructive way, expressing their feelings and considering the feelings of others. Children and adults make strong and purposeful relationships, especially with our key person, adults role modelling positive behaviours which in turn allows children to become well rounded, caring and thoughtful individuals.</p>					
Communication and Language (PRIME AREA)	<p>Listening, Attention and Understanding: We develop our listening and attention skills through a wide range of fun and engaging activities as a whole class and in small groups. As these skills expand, we can share new vocabulary we have learnt, applying it in new contexts, describe events in more detail and problem solve, organise and explain.</p> <p>Speaking: Children have daily opportunity to share their views and participate in discussion with adults and peers. Children develop language to be able to offer explanations, reason and debate. Rich language learnt is modelled by adults and then used independently in role play and discussion during learning time.</p>					
Physical Development (PRIME AREA)	<p>Fine Motor Skills: Fine motor development starts from day 1 and our provision provides bountiful opportunity for children to strengthen grip, work on control with equipment and mark make in a range of activities. Children move onto developing their pencil control and grip over time, applying this in their writing and creative skills.</p>					

	Gross Motor Skill: Children have access to our outdoor space throughout the school day. Permanent equipment offer opportunity for gross motor development through climbing, kicking, and sweeping, pedalling and pushing and pulling. Additional activities both in and outdoors are added daily in line with the children's interests and needs.					
Literacy	<p>Comprehension: It is integral children are exposed to a range of texts regularly and reading is modelled, giving opportunity for discussion and learning through each book. We ensure children understand that text have meaning and can carry different purposes. This is planned into each day of teaching to ensure opportunity for conversation. Throughout the year children begin to develop their comprehension by retelling stories and narratives in their own words and using new vocabulary in context in the setting. Children can predict and make judgements on what may happen next.</p> <p>Word Reading: We begin by developing our listening and attention skills, listening to environmental sounds and hearing initial sounds in words. Phonics sessions and reading based Literacy lessons include opportunity for independent reading, games and reading opportunity is always weaved into the provision. By the end of the year children have been taught to read individual sounds and diagraphs, applying this to segment and blend with some fluency to read aloud simple sentences including common exception words.</p> <p>Writing: We ensure children have opportunity to write in all areas of the indoor and outdoor classroom each day. Children write with purpose e.g., making lists, labelling designs and captioning drawings. Time is taken daily to practice letter formation in both independent activity and in learning time. Children learn to spell words by identifying sounds in them and representing the sounds with a letter or letters, this is applied in a range of engaging and purposeful Literacy activities both topic based and child led. By the end of the academic year children have the tools to write simple phrases and sentences that they can check back themselves and can be read by others.</p>					
Phonics	Term 1: All children are taught in their key groups/ whole class. All children take home sharing library books.	Term 2: Children are streamed into ability groups. Children who have secured their set 1 sounds take home reading books. All children take home sharing library books.	Term 3: All children start to take home reading books linked to their phonics level. All children take home sharing library books.	Term 4: All children start to take home reading books linked to their phonics level. All children take home sharing library books.	Term 5: All children start to take home reading books linked to their phonics level. All children take home sharing library books.	Term 6: All children start to take home reading books linked to their phonics level. All children take home sharing library books.
	Environmental sounds Listening and attention activities Rhyme and poetry Begin set 1 sounds	Set 1 sounds Blending and segmenting Letter formation Red words	Set 1 sounds Blending and segmenting to read Letter formation Caption writing Red words	Set 2 Sounds Blending and segmenting to read Letter formation Caption writing Red words	Set 2 Sounds Blending and segmenting to read Letter formation Sentence writing Red words	Applying and revising
Mathematics	<p>Number: Children's early number knowledge is proven to support many aspects of future learning. Children are taught to count, subitise compare and conserve number through a range of independent and adult led activities which are supported with a rich range of mathematical resources to help children gain a deeper understanding of each.</p> <p>Numerical Pattern: Children work towards counting verbally beyond 20, recognising the pattern of the counting system through their strong numerical knowledge. Practically children explore, compare and represent number patterns within 10, developing language as they explain and describe what they see.</p> <p>Shape, Space and Measures: We ensure children have opportunity to explore shape, pattern and measures in practical and engaging ways. Looking for and finding pattern help children to notice and find mathematical relationships, understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking and observing and comparing whilst measuring leads to development of key vocabulary and discussion.</p>					
Understanding the World	<p>Past and Present: Talking about the lives of others around us comes into daily conversation through stories, events, discussion time and through topic lessons. Children can compare and discuss similarities and differences from past to present in learning around homes, houses and toys.</p> <p>People, Culture and Communities: Many of our learning opportunities give opportunity for rich discussion around our immediate environment and the lives of others. We begin to know some similarities and differences between religious and cultural communities in RE lessons and topic sessions, especially in Term 2. We look at the lives of others in differing climates to ourselves during Term 3 where we use books, non-fiction texts, maps and websites to further develop our understanding of other's lives.</p> <p>The Natural World: Children have vast opportunity daily to explore our natural world and work scientifically. Our outdoor space gives children opportunity to explore, observe and investigate the natural world. Through themed learning such as that in Term 3 we can compare this to other climates around the world and during Term 5 we focus on understanding processes, changes in the natural world, growth and changing state of matter.</p>					
Expressive arts and design	<p>Creating with Materials: Both in and outdoors children have opportunity to design, create and construct with purpose in mind. Adult interactions enable children to verbalise their process, adapt and consider new approaches and share their creations. Safety is taught when using equipment to ensure tools and techniques are used appropriately. During Term 6 we follow the process of designing, creating and evaluating with purpose in mind for our vehicles, giving opportunity to use a range of materials and skills proficiently whilst developing critical thinking and language skills.</p> <p>Being Imaginative and Expressive: Our provision gives opportunity for imaginative play, performance and music daily as well as this being weaved into our Literacy and topic based learning. Children are encouraged to create narratives in their play based on life experiences, interactions and topic based activities such as storytelling and re-enactment. Our weekly music lessons provide opportunity to develop rhythm, movement and skills with equipment and singing.</p>					