

# St Ives Infants School Long Term Plan 2020 - 2021



Year Reception	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
	Seasons & weather					
<b>Theme Question</b>	How have I grown?  All about me	What will you need for your party?  Celebrations/festivals	Which side are you on?  Hero v Villains Fantasy	Who lives in the woods?  Traditional tales	What's under the log?  Mini beasts	Where will we go?  All over the place/ travel/ transport Adventures, transitions/change
<b>Hook</b>	Baby photos	Set up a Party	Superhero dress up day	Woods visits	Arrival of caterpillars	Seaside visits Dressed as pirates
<b>Visits/Visitors</b>	Family members – grandparents come in to talk	Leach pottery links	Local Firefighters Vets Nurses Lifeboat Police Lollipop lady	Jo Cubit woods	Bee keeper	Storyteller dressed as Pirate
<b>English Key Texts</b>	Super Duper you Can I build another me? Fantastic elastic brain Tiddler Titch Whiffy Wilson The wold who wouldn't go to school Owl Babies	Oliver's fruit salad Oliver's vegetables Pumpkin soup Rascally cake	Supertato	<i>Julia Donaldson</i> Gruffalo Stick man Bear Hunt The growing story	<i>Eric Carle</i> The very hungry caterpillar Snail Trail Super worm Aarghh Spider Diary of a fly	The train ride Journey All kinds of cars Mrs Armitage on wheels Sharing a shell Night Pirates The Troll



Writing Skills	Name writing  Gross and Fine Motor Skills  PD – Tweezers, peg boards, threading, twisting and squeezing etc	Lists Cards  Handwriting – upper and lower case formation  Gross and Fine Motor Skills	Uses clearly identifiable letters to communicate meaning  Shared Writing	Labels Lists Captions  Using phonic knowledge to write words  Finger spaces and capital letters  Shared Writing	Labels and captions Instructions  Using phonics knowledge to write words and simple sentences (decodable by others)  Shared sentence writing moving onto independent sentence writing	Diary Independent sentence writing e.g. news (past), holiday plans (future) and where they live (present)
	Range of writing opportunities offered in all areas of the enabling learning environment through stimulating continuous provision and topic related enhancements					
Role play (depending on children's interests)	My home  Family names	Christmas workshop  Cards/present labels	Spaceship/ rocket  Messages from and to space	3 Little pigs/ storytelling Story frames	Explorers den  Clip boards	Beach shop  Labels
	Contextual/ purposeful guided writing					
Maths Number	40-60 months		40-60 months		ELG	
Development Matters/ELG White Rose	Recognise some numerals of personal significance. Recognise some 2-digit numbers related to their own experiences. E.g. Daddy is 34, I live at number 56, etc. Recognises numerals 1 to 5. Match one-to-one in counting e.g. one counter, two counters ... Counts up to three or four objects by saying one number name for each item (1:1)		Counts an irregular arrangement of up to ten objects Uses the language of 'more' and 'fewer' to compare two sets of objects. Estimates how many objects they can see and checks by counting them Subitise numbers up to and including 6: do children recognise arrays, e.g. 6 dots on a dice, <u>without</u> counting?		Count forwards to 100 in unison with other children Place numbers 1-20 in order Know the next number for any number up to 12, e.g. eight, ____. Say which number is one more or one less than a given number Begin to compare numbers, e.g. knowing that 6 is bigger than 4.	



			Counts objects to 10, and beginning to count beyond 10 (1:1) Counts actions or objects which cannot be moved (1:1) Match numbers to fingers, e.g. hold up 7 fingers (without counting each finger). Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects	ELG Count reliably with numbers from 1-20 (reciting & 1:1) Count backwards from at least 20		Using quantities and objects they add and subtract two single digit numbers and count on or back to find the answer Solve problems including doubling, halving and sharing			
Science	TW	KUW	My body	Healthy eating	Planting?	Nature/ growing	Life cycles Bug hunt	Under the sea Floating/sinking materials	
History	P&C		My family in the past & present	Black History Month				Fishing in St Ives	
Geography	TW		Where I live!				Observations – similarities/differences	Travel/transport Directions Globes/maps	
Computing	T		What is the internet? Internet safety – Picture news				Programming & algorithms – instructions and directions Beebots Codapillars		
			What is a computer? Photography / Videoing						
			Explore toys that simulate control devices e.g. microwave, cash tills, traffic lights, with the intention of finding out how it works. Create digital art using a program e.g. 2paint/paint.						
DT		EAD	Cooking/food My favourite sandwich filling.	Cooking/food Soup	Trap making	Stick men Puppets		Boats that float Telescopes	
Art & Design			Portraits - Giuseppe Colour mixing	Rangoli patterns Clay project	Superhero character/costume design	Gruffalo clay faces	Symmetrical printing	Sand Water colours	
Music (claves)			Body music	Christmas play	Dragon dance				
PSHE LifeWise		PSE	Settling in Rules	Giving and receiving	People who help us Good and bad	Survival/ Safety Environment	Care and concern for living things	Road safety	



Picture news		Feelings Relationships		Safety			
RE	KUW – P&C	Being Special-where do we belong?	Why is Christmas special for Christians? Divali Christmas Bonfire night Birthdays Halloween	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
PE	PD	Gymnastics Ways my body can move	Dance	Gymnastics & Dance	Games and Athletics		

This is what we intend to teach throughout the year in both reception classes.

We also incorporate all the interest led learning and own learning time enhancements that are reliant on the unique children in each cohort.