

Long Term Plan for Reception at Magdalen Gates Primary School (2022-2023)

	Autumn 1 Whole school theme Community	Autumn 2 Whole school theme Change and progress	Spring 1 Whole school theme Exploration and discovery	Spring 2 Whole school theme Technological advancement	Summer 1 Whole school theme Climate and sustainability	Summer 2 Whole school theme Conflict and Power
<p>Geography lines of enquiry.</p> <p>Throughout the Year “Something about a Bear” (SAAB) Whereabouts in the world do real bears live?</p>	<p>Using floor maps and jigsaws to introduce and develop geographical concepts, skills and vocabulary. Introduction to a globe and maps (The snail and the Whale – Julia Donaldson) Who lives with me in my home? Gapminder-The Oliver Family England (Just teddy bears!) Gapminder Chinese family (Giant Panda Bear)</p>	<p>How does where I live compare with other homes and families around the world? We live in England – Europe Anna lives in Ghana – Africa (Anna Hibiscus song) Gapminder Ghanain Family (no bears but what would we see?) Gapminder Indian Family – Sloth Bear</p>	<p>Where in the world are the forests of one trees that brown bears live? Something about a bear – Jackie Morris Let's go home, Little Bear – Martin Wadell A Brave Bear by Sean Taylor Gapminder –USA Family Black Bear</p>	<p>How do we know that we live in Norwich? Investigating the local area – including a bus trip around Norwich Non fiction texts about Norwich Gapminder – Indian Family – Sloth Bear</p>	<p>Why is the world so blue? One tiny turtle – Nicola Davies The Snail and the Whale – Julia Donaldson Billy's Bucket by Kes Gray Gapminder – Brazilian Family – Spectacled Bear</p>	<p>Exploring the school grounds. Gapminder families in Sweden (Brown Bear) and Indonesian (Sun Bear) an</p>
<p>Possible History lines of enquiry and concepts.</p>	<p>How have I changed? Granny, were you ever little like me? Have I always lived in this house?</p> <p>Continuity and change Supporting Stories - When I was little like you. Jill Paton Walsh Once there were giants – Martin Waddell My Great Granpa – Martin Wadell When I was little : A four year-olds's memoir of her youth – Jamie Curtis Chronology Starting school – Janet and Allen Ahlberg Four Stories About Our House by Emma and Paul Rogers Perspective – Guy Fawkes - Liz Gogerly The true story of the three little pigs - Jon Scieszka Jack and the Beanstalk – Anna Milbourne</p>	<p>Why do people wear hats? What is a crown and who wears one? What are the crown jewels and why are they kept in a castle? What historic landmarks will we see on a sightseeing tour of London? Supporting books Queen Elizabeth – Platinum Jubilee -DK A Crown for Lion – A H Benjamin Queen Elizabeth – Maria Vegara</p>	<p>Why are we called Magdalen Gates Primary School? What historic landmarks will we see on our bus tour of Norwich? How has transport in Norwich changed since the wall was built? How did people used to travel? Comparing trains, cars, and aeroplanes from the past and now. Visit the old Magdalen Gate. Remote control cars Supporting books – Children's history of Norwich – Peter Kent Santa is coming to Norwich – Steve Smallman</p>	<p>What did Toby help the King to do? What happened during the great fire of London? Why was Samuel Pepys a famous person in the great Fire of London? How do artifacts help us understand what happened in the Great Fire of London? Causation. Supporting books. Toby and the Great Fire of London. Margaret Nash Who was Samuel Pepys? Paul Harrison The Great Fire of London – sally Morgan</p>	<p>What was it like to sleep during an air-raid? How did children try to keep safe during the war? Where did the children learn if the schools were closed? Sources. Supporting book -Theo and the Velvet Onsie – David Weatherley</p>	
<p>Character, setting, event from the past</p>	<p>Us and our families Guy Fawkes</p>		<p>Queen Elizabeth II</p>	<p>Norwich Castle and City Walls</p>	<p>The Great Fire of London Samuel Pepys</p>	<p>Winston Churchill</p>
<p>History Mystery objects as artefacts and in nursery rhymes Similarity and difference <i>How has every day technology changed?</i></p>	<p>Dial phone Typewriter Hand sewing machine Wind The bobbin up</p>	<p>Stone hot water bottle Brass bed Warmer Iron Ten in a bed, Jack and Jill</p>	<p>Washing Board Milk churn and Kettle I'm a little teapot Polly put the kettle on Rub a dub dub</p>	<p>Cassettes, videos and records, Old Clocks and watches Hickpory Dickory Dock Wheels on the Bus</p>	<p>Candle Stick Scales Wee Willie Winkie, Jack Be Nimble</p>	<p>Gas mask. Medals, Ration book, Old Money Sing a song of Sixpence 5 currant buns</p>

<p>What an EYFS scientist needs to understand. Science lines of enquiry.</p>	<p>That the world is made up of different animals and plants. Why can't people fly?</p>	<p>There are important processes and changes that happen. How can we change what soup looks like?</p>	<p>There are important processes and changes that happen. What happens when we heat an egg?</p>	<p>That the world is made up of different animals and plants. What will happen to this seed/bulb?</p>	<p>That a force is a push or a pull and materials have different properties. Does rubbish float?</p>	<p>That the world is made up of different animals and plants. Who are my parents? Sequence and life cycles of frog, chick, butterfly.</p>
<p>Lots of In the moment "child led" opportunities. A few examples based on previous years.</p>	<p>Collecting sunflower seeds for Spring Term Collect twigs, leaves etc and tidy up the mini beast hotel</p>	<p>Making apple crumble. Collect and sort Autumn leaves.</p>	<p>Making bird feeders. Snow and ice investigations Painting on icy puddles. Making icy puddles melt.</p>	<p>Planting sunflower seeds and hyacinth. Making birds nests.</p>	<p>Investigate who is living in the mini beast hotel. Shake the apple tree on white sheet.</p>	<p>Shadow pictures. Watching a puddle shrink in the sun. Cooking an egg in the sun.</p>
<p>That there are changes in the natural world through seasons (all children will experience seasonal activities during the "mini-nature explorer sessions" Spring Summer, Autumn, Winter hunts around school. Making sure that we are dressed suitably for the weather. Watch the apple tree through the seasons.</p>						
<p>R.E</p>	<p>What makes people special? Religions: Christianity, Judaism</p>	<p>What is Christmas? Concept: Incarnation Religion: Christianity</p>	<p>How do people celebrate? Religion: Hinduism</p>	<p>What is Easter? Concept: Salvation Religion: Christianity</p>	<p>What can we learn from stories? Religions: Christianity, Islam, Hinduism & Sikhism</p>	<p>What makes a place special? Religions: Christianity, Islam, Judaism</p>
<p>CLL Writing outcomes linked to whole school themes and linked texts (Choose a selection based on interests of class)</p>	<p>"Community" Writing feelings and post in feelings box. Daytime and night-time words Writing notes home to family. Wanted Poster Letter to Mummy Owl Speech and thought bubbles from baby owls Oral storytelling scribed by the teacher. Messages to lonely penguin Zig zag books about friendship. Letters of advice. Texts – Owl Babies – Martin Wadell and Blue Penguin</p>	<p>"Change and progress" Writing cards/notes/messages for people we love Speech/thought bubbles I used to....but now I can Writing for a birthday card. Texts- So Much by Trish Cooke Maisies Birthday by Lucy Cousins</p>	<p>"Exploration and Discovery" Writing a letter to and from the bears. Shared writing about the bears."Fact files about bears Oral storytelling scribed by the adult Writing captions to go with the original pictures. Speech/thought bubbles. Writing a new version of the story as a trip for the class. A Brave Bear by Sean Taylor We're going on a Bear Hunt – Michael Rosen</p>	<p>"Technological Advancement" Write a postcard to and letter to and from friends Writing for the role play area Tickets, signs, maps, lists, holiday posters, labels..... Oral storytelling scribed by the teacher.</p>	<p>"Climate and sustainability" Label and write captions for undersea animals. Speech bubbles and thought bubbles from characters in story. Shared writing "Under the Sea" Writing questions that we want to find out about sharks. Labelling diagram of sharks Writing captions about sharks. Write fact sheet about sharks. Posters to Reduce Reuse, Recycle Posters to Slip, Slap, Slop</p>	<p>"Conflict and Power" Write or dictate own versions of the story . Making maps. Writing instruction Wanted posters. Speech bubbles Character profiles</p>
<p>RSHE Building Relationships Managing Self Self Regulation With units from Educator solutions Relationships and Sex Education</p>	<p>Mental Health and Well-Being Families and People Who Care for Me: NSPCC PANTS Helping Hand (5 people in school who I can talk to) Introduce idea of community in school. My Feelings (RSE Educator Solutions)</p>	<p>Caring Friendships: Understanding that there are similarities and differences between everyone and these can be celebrated Healthy Eating Introduce Oral Health (Anti-bullying Week Road Safety Week)</p>	<p>The Colour Monster – Anna LLenas Being Safe. . Setting Goals. My relationships (RSE Educator Solutions) My online life What should we share online?</p>	<p>Online Relationships /Internet Safety and Harms: Road Safety My beliefs (RSE Educator Solutions) My Online life What is online bullying and how should we deal with it?</p>	<p>Respectful Relationships: Mental Well-Being Sun and Sea Safety My rights and responsibilities RSE Educator Solutions) My online life Can you find information online?</p>	<p>Health and Prevention: Knowing the importance of basic personal hygiene and understand how hand washing helps to prevent the spread of germs, bacteria and viruses Oral Health revisit Basic First Aid: Recap Sun and Sea Safety</p>

	My Online Life Who can help us online? Turn taking and time management of the programmable toys and iPads	My body(RSE Educator Solutions) My Online Life How can we communicate online?				Asking for help (RSE Educator Solutions) My online life How should I behave online?
Managing Self Goal	To independently prepare a snack.					
Self-Regulation Goal	To play a turn taking game with a group of friends and lose!					
Word Reading and Writing	RWInc Phonics					
Writing Goal	To write first name with correct formation of each letter.					
Literacy Comprehension And Vocabulary	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)	Three new words each week (Plan after Word Aware and Welcomm assessments)
Maths Maths Mastery Scheme	Unit 1: Early Mathematical experiences Unit 2: Pattern and Early Number Unit 3: Numbers within 6	Unit 5: Measures- length Unit 6: Shape and sorting Unit 8: Numbers within 10 Computer free coding robot shapes	Revise Unit 8: Numbers within 10 Unit 7: Calendar and Time Unit 9: Addition and subtraction within 10 Unit 11: Grouping and Sharing	Revise Unit 11: Grouping and Sharing Unit 10: Numbers within 15 Lessons 1- 5 Unit 13: Doubling and halving Unit 14: Shape and pattern	Unit 12: Numbers within 20 Unit 15: Addition and subtraction within 20 lessons 6 - 10 Unit 16: Money Unit 7: Measures lessons 1- 5	Unit 17: Measures 6 – 10 Unit 18: Depth of numbers within 20 Unit 19: Numbers beyond 20
CLL Listening, Attention and Understanding Speaking	Create "family" interest table . Create a dark "Owl Baby" reading area in with puppets and books Create icy environments in small world area and in reading den Introduce a home corner without technology. Week 2 Amazon delivery of washing machine, toaster, kettle, laptop, mobile	Create African themed reading den. Small world scenes of Anna's compound and community with African Animals buildings and vehicles. Create birthday party role play in home corner and change to and Halloween Christmas.	Make small world area in water tray. Make reading cave for bear books Decorate Home corner for Chinese New Year Introduce Helicopter stories and use iPad to record friends' performances	Create a role play area inside and out for children's choices of vehicles eg train station. garage, airport, harbor, bus station.... Decorate Home corner for Easter	Make reading area into undersea area with a range of fiction and nonfiction texts. Small world undersea scenes with real seaweed. Put suitcases, holiday brochures holiday clothes in home corner.	Create role play farm or farm shop. Put packing boxes in role play area for moving house
Speaking Goal	Talk to a member of our school community who is not in our class.					
PD Gross Motor Fine Motor	Build a birds nest Balancing and Moving like an owl and penguin	Investigate different ways of moving and travelling, Cooking and pounding yam.	Use large and small equipment to explore journeys and travelling.	Use the trikes and crates to create train station and trains and other vehicles outside.	Investigate bikes and trikes. Playdough cakes and birthday treats with fine details to decorate.	Make large scale maps with chalks, crates and wooden blocks in outdoor area.
PD Gross Motor P.E scheme	Real P.E Unit 1 – Personal Skills	Real P.E Unit 2 –Social Skills	Real P.E Unit 3 – Cognitive Skills	Real P.E Unit 4 – Creative Skills	Real P.E Unit 5 – Applying Physical Skills	Real P.E Unit 6 – Health and Fitness
PD Gross Goal	To be able to ride a two-wheel scooter or bike					

PD Fine Motor Goal	To be able to use a knife and fork.					
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Dotty art inspired by Eric Carle Basic mark-making using one colour Naming and using primary colours. Experimenting with variety of tools. <i>Introduce I-pad camera to take photos of transient art.</i>	Create printed repeating Patterns Painting simple shapes and filling with colour. <i>Introduce painting apps to leave in art area as CP</i>	Informal colour mixing Naming, mixing and using secondary colours. <i>Challenges with painting app to move shapes and objects on the screen.</i>	Exploring working with paint on different surfaces and in different ways. Painting without tools.	Beginning to predict the end result when mixing colouring .	Mixing colour more purposefully to make a waterscape and then Adding more detail to paintings in several sessions.
Access Art Plan	Wax resist Autumn leaves		Plasticene Print making		Drawing Spirals	
D and T (woodwork)	Keeping safe. Introduction to saw and hammer. Collaborative piece on log.	Supported Calendars for Christmas	Learning to drill. Group bird feeders. Make a simple boat, drilling, sawing		Design, make and decorate an individual model.	
D and T (joining)	Basic Level Joins - glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		Mid Level Joins - masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		High Level Joins - hole punch (single and double) split pins, treasury tags, stitching (Bog Baby – Jeanne Willis)	
Joining Goal	Make a soft toy using running stitch or whip stitch.					
Music Express	A sky full of colour Pitch (Peekaboo) Rhythm (Bricks and Mortar) Beat (Cap your hands)	Amazing African Animals Pitch(One finger, One thumb) Rhythm (Flip Flap) Beat (walk the beat)	Fabulous Food Pitch(Jack in the box) Rhythm (Shake up) Beat (Drum the beat)	Living in the City Pitch (My House) Rhythm (Chuffa Train) Beat (Tap the Beat)	Let's go green Pitch (Hello Anjali) Rhythm (Here comes the Postman) Beat (Stick-tapping)	Who shall I be today? Pitch (cup of tea) Rhythm (The Handy Band) Beat (Tap the beat everywhere)
	Mozart as our class composer. Select different pieces throughout the year as music to study and relax to.					
Computing foundation for	Talk about what computing/digital technology is, it's everyday use and the benefits.	Turning on digital devices	How to use a mouse	Understand that information on a computer can be saved and reopened.	Know that you can find out things from digital devices and online	Recognise the first letter of their name, and experiment with finding letters they know.
	<i>NB Computing is highlighted amongst the seven areas of learning throughout the year alongside continuous provision of programmable toys, I-pads, and recordable devices. Children will explore the I-Pads, websites, listen to music and use cameras during continuous provision and Early Morning Work. We also know that so much of computing in a Reception class happens without any technology when they follow and give instructions, sort data in maths and science activities and experience everyday technology in the classroom</i>					
Performance Goal	Learn a nursery rhyme and perform it to an audience.					