



# Rotherhithe Primary School Reception

## Long Term Plan 2021/22



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Marvelous me & Once Upon a Time <i>Settling in</i>	Woodland Wonders <i>Celebrations</i>	Things that Go!	Super me and Super you	Creepy Crawlies & Growing	Creatures now and long ago <i>Transition</i>
<b>Core Books</b>	<p><i>Together we can</i> By Caryl Hart</p> <p><i>My friends and me</i> by Stephanie Stansbie</p> <p><i>All are welcome</i> by Alexandra Penfold</p> <p><i>More People to Love me</i> by Mo O'Hara</p> <p>The Three Little Pigs – <i>traditional tale</i></p> <p>Billy Goats Gruff – <i>traditional tale</i></p> <p><i>Gingerbread Man</i> – <i>traditional tale</i></p>	<p><i>Room on the Broom</i> by Julia Donaldson</p> <p><i>The Gruffalo</i> by Julia Donaldson</p> <p><i>The Gruffalo's Child</i> by Julia Donaldson</p> <p><i>We're going on a Bear Hunt</i> by Michael Rosen</p> <p><i>We're going on a leaf Hunt</i> by Steve Metzger</p> <p><i>Stick Man</i> by Julia Donaldson</p> <p><i>Femi the Fox</i> by Jeanette Kwakye</p>	<p><i>Roaring Rockets</i> by Tony Mitton</p> <p><i>Super Submarine</i> by Tony Mitton</p> <p><i>Brilliant Boats</i> by Tony Mitton</p> <p><i>Dig Dig Digging</i> by Tony Mitton</p> <p><i>The Naughty Bus</i> by Jan Oke</p> <p><i>Lost &amp; Found</i> by Oliver Jeffers</p> <p><i>Look up!</i> By Nathan Bryon</p>	<p><b>Supertato books</b> by Sue Henra and Paul Linnet</p> <ul style="list-style-type: none"> <li>- Supertato</li> <li>- Spertato: Veggie's Assemble</li> <li>- Supertato: Run Veggies Run</li> <li>- Supertato: Evil Pea Rules</li> <li>- Supertato: Veggies in the Valley of Doom</li> <li>- Supertato: Carnival Catastrophe!</li> </ul>	<p>Jack and the Beanstalk – <i>traditional tale</i></p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p><i>Superworm</i> by Julia Donaldson</p> <p>The tiny seed by Eric Carle</p> <p>Egg Drop by Mini Grey</p> <p>The Odd Egg by Emily Gravitt</p>	<p><i>Monkey Puzzle</i> by Julia Donaldson</p> <p><i>Boogie Bear</i> by David Walliams</p> <p><i>The Ugly Five</i> by Julia Donaldson</p> <p><i>The Kaola who could</i> By Rachel Bright and Jim Field</p> <p><i>Night Monkey Day</i> by Julia Donaldson</p> <p>A range of dinosaur fiction and non fiction books</p>
<b>Communication &amp; Language</b>	<b>Listening &amp; Attention:</b> Listen and respond for short whole class carpet sessions	<b>Listening &amp; Attention:</b> Join in retelling stories with repetitive refrains in core	<b>Listening &amp; Attention:</b> Listening to different types of transport. Identify the mode	<b>Listening &amp; Attention:</b> To listen and recall the main events of the story	<b>Listening &amp; Attention:</b>	<b>Listening &amp; Attention:</b> Listening to different animals in their habitats



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	<p>Listen and participate in small group sessions Introduce circle time object for children to pass around and take turns talking within a larger group</p> <p><b>Speaking:</b> Practice requests necessary for school eg “Can I have a turn?” “I need the toilet” Create a home language display in collaboration with parents. Play with sounds in words through phase one phonics songs and activities Children retell and act out familiar traditional tales</p> <p><b>Understanding:</b> Play games and songs with instructions eg. Simon says Practice transitions with key instructions eg. Now it’s time for fruit Sequence the order of the day with the visual timetable</p> <p><b>Rhyme Time:</b> <i>Create a bank of children’s favourite and familiar rhymes</i> Teddy Bear Teddy Bear Hello &amp; Good bye song Please &amp; Thank you Boom Chicka Boom</p> <p><b>Time to Talk:</b> Explore the story “Would you Rather” and “You Choose”</p>	<p>stories eg. Bear Hunt and Leaf Hunt</p> <p><b>Speaking:</b> Act out and retell the story “room on the broom” and the “Gruffalo” using props and a story sack Play with words and sounds when making potions in the witch’s cottage eg. Abracadabra</p> <p><b>Understanding:</b> Develop understanding of prepositional words such as eg. over, under, through with the core story “Bear Hunt” extend with other words and play games for children to use and respond to instructions with these words Answer who, what, where questions about the core texts.</p> <p><b>Rhyme Time:</b> I see the wind I hear thunder What’s the weather? <i>Christmas performance</i></p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the Birthday Party Scene</p>	<p>of transport. Go on listening walks.</p> <p><b>Speaking:</b> Children to present, explain and talk about their transport models. Talk about the shared experience (local trip)</p> <p><b>Understanding:</b> Explain how things work and what things are for linked to transport. Eg. The motor makes the boat move. Work on concepts such as fast/slow, tall/short, loud/quiet Generate questions for special visitor (sailor/train driver)</p> <p><b>Rhyme Time:</b> The Wheels on the Bus This is the way we cross the road Row row row your boat The big ship</p> <p><b>Story Telling:</b> Act out the story “The Naughty Bus” with small world props. Change parts of the story.</p> <p><b>P4C questions</b></p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the In Space Scene</p>	<p>and retell the core stories.</p> <p><b>Speaking:</b> To speak about ways to keep healthy and share their personal experiences. To talk about the Science Week experiments and present to others their findings.</p> <p><b>Understanding:</b> To follow two – three part instructions when following their treasure maps.</p> <p><b>Rhyme Time:</b> This is the way One potatoe two potato.. Peace Pudding Hot Chick Chick chicken Humpty Dumpty</p> <p><b>Story Telling:</b> Create stories about superheroes on story maker</p> <p><b>P4C questions</b></p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the Supermarket scene</p>	<p>To learn dances with instructional actions (Carnival) To sustain attention concentration for a performance</p> <p><b>Speaking:</b> To talk about their holidays and share pictures on Tapestry</p> <p><b>Understanding:</b> Children to generate questions about the topic – create a class KWL</p> <p>Begin to understand why and how questions Use and apply language related to measure</p> <p><b>Rhyme Time:</b> Incey Wincey Spider Baby Bumblebee Worm at the bottom of my garden Tiny Caterpillar on a Leaf</p> <p><b>Story Telling:</b> Create stories about minibeasts on story maker and retell using story words</p> <p><b>P4C questions</b></p> <p><b>Language for Thinking</b></p>	<p><b>Speaking:</b> Present and explain their chosen habitat. Asking and answering questions with their peers about their work. To use the words ‘because’ accurately</p> <p><b>Understanding:</b> Children generate questions about the topic – create a class KWL chart</p> <p><b>Rhyme Time:</b> Walking in the jungle Down in the jungle Miss Polly had a dolly</p> <p><b>Story Telling:</b> Create stories about animals and use story words and extend with adjectives</p> <p><b>P4C questions</b></p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the rainforest scene</p>
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	<p>Talking tables in small groups</p> <p><b>Language for Thinking</b> Blanks Levels of Language questioning for the Three Little Pigs Scene</p>				Blanks Levels of Language questioning for the Farm Scene	
<b>Key Vocabulary</b>	<p><b>New Vocabulary:</b> Courage Resilient Unique Occupations</p>	<p><b>New Vocabulary:</b> Seasons; Spring, Summer, Autumn, Winter Celebration Adventures Respect</p>	<p><b>New Vocabulary:</b> Transport Vehicles Machinery Mechanic Emergency services Ambitious</p>	<p><b>New Vocabulary:</b> Observing Experiments Senses Dairy Vegetarian/vegan</p>	<p><b>New Vocabulary:</b> Life cycle Camouflage Symmetry Insects Relationships Empathy</p>	<p><b>New Vocabulary:</b> Habitats Environment Endangered Wildlife Extinct</p>
<b>Role Play</b>	<p><b>Home Corner</b> Link children's own home lives through pictures/recipes foods from around the world. Look at different types of homes. Write shopping lists &amp; read recipes. <b>Key Vocabulary:</b> iron, microwave, fridge, freezer, recipe, calendar,</p>	<p><b>Witch's cottage</b> Read, write and create spells and potions. <b>Key Vocabulary:</b> cauldron, spells, ingredients, potions,  <b>Post office</b> Prepare letter/ cards/ presents/ parcels to be sent around the world. <b>Key Vocabulary:</b> postal worker, stamps, weight, package, parcel, envelope, address, sender, reciever.</p>	<p><b>Mode of Transport Role Play</b> Children to decide and choose what they would like. <b>Key Vocabulary:</b> to be developed around children's choice of role play</p>	<p><b>Supermarket/Farmer's Market</b> Sorting dairy, fruit, vegetables. Cash register to pay for foods and shopping list to write before going to the super market. <b>Key Vocabulary:</b> dairy, carbohydrates, protein, freezer, organic, cashier, conveyor belt.</p>	<p><b>Garden Centre</b> Selling flowers / seeds / beans. Labeling packets and plants. Language focus on money. Children to measure plants and trees. <b>Key Vocabulary:</b> cashier, seeds, plants, shrubs, trowel, spade, soil, fertilizer.</p>	<p><b>Hospital/ dentist</b> Look at the human body and skeleton. Taking X-Rays, administering medicine and writing prescriptions. <b>Key Vocabulary:</b> hygiene, statoscope, prescription, appointment, patient, monitor, injections</p>
<b>PSED Skills Builder</b>	<p><b>Making relationships</b> Play name games with children to get to know one another Share likes and dislikes.</p>	<p><b>Making relationships</b> <i>Use a puppet who is new to the class to revise the class charter</i></p>	<p><b>Making relationships</b> Make a kindness chain in the classroom using the story "Be Kind" as a stimulus.</p>	<p><b>Making relationships</b> Where the veggies in the Supertato series good friends why? What makes a good friend? What</p>	<p><b>Making relationships</b> Use the story "Meesha Makes Friend" to explore the theme of friendship</p>	<p><b>Making relationships</b> Work collaboratively with a group to create their habitat box, sharing ideas and taking turns</p>



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 <p><b>School Values</b> Ambition, Creativity, Courage, Empathy, Resilience, and Respect.</p> <p><b>MindUp!</b> Gratitude Brain Breaks</p>	<p>Use the text “We are all welcome”</p> <p>Role play ‘conflict resolution’ with children and equip them with language for turn taking and sharing</p> <p>Introduce the areas of the classroom and model how to play in the different areas</p> <p>Discuss pictures on Tapestry with the class, creating displays of the children in the different areas playing together</p> <p>Talking tables for children to get to know one another</p> <p><b>Sense of self</b></p> <p>Make name tags and pictures and labels to identify where their coat peg and tray is</p> <p>Have pictures of the children’s families in the home corner</p> <p><b>Understanding emotions</b></p> <p>Introduce red, blue, yellow and red zonea to children. Encourage children to share experiences. Link to core stories and use of puppets. Introduce brain breaks</p> <p><b>Jigsaw!</b></p> <p><i>Being in my world</i></p> <p>To know that we are similar and different but we belong together. To recognize feelings and know why is it good to be kind and use gentle hands.</p>	<p><i>Play ring games together indoors and outdoors eg. Parachute games</i></p> <p><i>The Squirrels who Squabbled By Rachel Bright and Jim Field to explore sharing</i></p> <p><i>Play turn taking games in small groups</i></p> <p><b>Sense of self</b></p> <p><b>Jigsaw!</b></p> <p><i>Celebrating difference</i></p> <p>To talk about what makes each person special and different. To talk about what makes a kind friend.</p> <p><b>Understanding emotions</b></p> <p><b>Zones of Regulation</b></p> <p>Create social stories from pictures on Tapestry to link the zones of regulation and role play</p> <p><b>How our Brain Works:</b></p> <p>Introducing Brain Breaks. introducing the guard dog, the wise owl and the hippo.</p> <p><b>Diversity Month</b></p> <p>Activities to planned across the school</p>	<p>Role play scenes of how to be kind eg. Helping someone when they fall.</p> <p><b>Sense of self</b></p> <p><b>Jigsaw!</b></p> <p><i>Dreams and Goals</i></p> <p>To set goals and learn kind words to encourage people. To talk about the importance of not giving up and resilience.</p> <p><b>Understanding emotions</b></p> <p>Discuss how to get to the green zone. Practice a range of calming techniques and encourage children to choose the ones that they find works best for them.</p> <p><b>Road safety</b></p> <p>Use a social story to discuss how to keep safe on the road. Roley play different scenes and talk about what you do if there is an emergency.</p> <p><b>Children’s Mental Health Week</b></p> <p>A range of activities to take place across the school this week.</p>	<p>superpowers do good friends have. Create a list together.</p> <p><b>Sense of self</b></p> <p>What makes each one of us a superhero. What everyday super powers do we have. Link to the school values and share through stories and use of puppets.</p> <p><b>Understanding emotions</b></p> <p>Children to continue to build on their toolbox of techniques and strategies that help them to be calm. Explore the red zone and develop children’s vocabulary. Discuss Evil Pea’s character, why is he in the red zone? Why does he doe evil things?</p> <p><b>Jigsaw!</b></p> <p><i>Healthy me</i></p> <p>Sorting healthy and unhealthy choices. Discussing importance of exercise and healthy eating.</p> <p><b>Mindup!</b></p> <p>Mindful Seeing, Mindful Smelling, Mindful Tasting</p>	<p>Discuss the Giant in Jack and the Beanstalk how is he feeling? Listen to the story being retold from the Giant’s perspective.</p> <p><b>Jigsaw!</b></p> <p><i>Relationships</i></p> <p>How to keep and maintain positive relationships with others.</p> <p><b>Sense of self</b></p> <p>Explore the story “Along came a different” to discuss difference between us all. Learn the song “We are Amazing” talk about differences.</p> <p><b>Understanding emotions</b></p> <p>Explore the blue zone linked to the Giant. Expand on vocabulary for the blue zone. Talk about times children were sad and lonely. What can help? When you feel this way.</p>	<p>Begin to do activities with their new teacher to build up a relationship with new staff</p> <p>Talk about Acts of Kindness</p> <p>Doing something kind for someone else. How can we help our friends? How can we help our school? How can we help our wider community and wider world (adopting an endangered animal)</p> <p><b>Sense of self</b></p> <p><b>Jigsaw!</b></p> <p><i>Changing me</i></p> <p>Reflect on changes children have gone through and discuss upcoming changes moving to year one. Share and talk about feelings and support this transition.</p> <p><b>Understanding emotions</b></p> <p>Explore the yellow zone and develop vocabulary for emotions within the yellow zone. Explore the story “Ruby’s Worry” and create a class worry box for children.</p>
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	<p>Explore what it means to make our school a good place to be and discuss everyone's right to play and learn.</p> <p><b>Create a class Charter</b> Discuss class promises and agree on them as a whole class.</p>					
<b>Physical Education</b>	<p><b>Fundamental Movement</b> Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p><b>Health &amp; Self Care</b> To make independent choices for school lunches and request foods they likes in the canteen To carry their lunch tray independently and use cutlery to feed themselves To use the toilet independently in school and request the toilet when needed To put on aprons independently when choosing to play in the creative area or water tray To look after personal belongings by hanging their coat up and putting their book bag in their tray</p>	<p><b>Balance</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p><b>Health &amp; Self Care</b> To begin to dress and undress for PE sessions Talk about the changed in their body when engaging with exercise To look after their additional belonging for winter eg gloves, hats and scarves; to be able to take them on and off and store them appropriately To know how to move and store equipment safely and take carefully considerations about risks they take when playing</p>	<p><b>Agility</b> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p><b>Health &amp; Self Care Children's Mental Health Week</b> Begin to talk about physical changed in the body when discusses different emotions for the Zones of Regulation Children to explore ways of keeping a healthy brain and mind as well as physical body</p>	<p><b>Dance Gymnastics</b> Jumps off an object and lands appropriately. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>Health &amp; Self Care</b> To talk about a healthy range of foods. Learn why it is important to make healthy food choices. Learn how to sort food into food groups and how to make a balanced meal.</p>	<p><b>Co-ordination Ball skills</b> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball.</p> <p><b>Health &amp; Self Care</b> Children independently dress and undress for PE Children to know a range of ways to help them look after their emotional health by having a tool box of strategies to help regulate their own emotions.</p>	<p><b>Multi skills and Athletics</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><b>Health &amp; Self Care</b> To know a range of ways to keep healthy, to develop language through the hospital role play Children to learn the names of different organs in the body and learn more about human growth, change and development For children to learn about the importance of oral hygiene and know how to brush their teeth effectively</p>



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	Learn to use equipment in the school's provision safely To wash and dry hands effectively					
<b>Reading</b>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Children to bring in their favourite story to read</li> <li>Create a "favourite stories" box as a class together</li> <li>Story sacks and props for each of the traditional tales for retelling</li> <li>Newspapers, magazines, recipes books for the home corner</li> <li>Phase 1 phonics teaching</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Guided reading begins</li> <li>Reading Café begins</li> <li>Story sacks &amp; props for the Gruffalo</li> <li>Non-fiction texts about seasons</li> <li>Take home banded books begin</li> <li>Make class book of children's own stories</li> <li>Read Write Inc phonics programme to begin in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Guided reading</li> <li>Reading Café</li> <li>Story sacks &amp; props for the Naughty Bus</li> <li>Take home banded books</li> <li>Share books and stories about places around the world</li> <li>Make class book of children's own stories</li> <li>Read Write Inc phonics</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Guided reading</li> <li>Reading Café</li> <li>Story sacks &amp; props for supertato</li> <li>Take home banded books</li> <li>Story Maker</li> <li>Read Write Inc phonics</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Guided reading</li> <li>Reading Café</li> <li>Story sacks &amp; props for the Hungry Caterpillar</li> <li>Take home banded books</li> <li>Story Maker</li> <li>Read Write Inc phonics</li> </ul>	<ul style="list-style-type: none"> <li>Shared reading of the core stories</li> <li>Guided reading</li> <li>Reading Café</li> <li>Story sacks &amp; props for the Gruffalo</li> <li>Take home banded books</li> <li>Reading Buddies with Year 6</li> <li>Story Maker</li> <li>Read Write Inc phonics</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Name writing</li> <li>Self portraits</li> <li>'My Family' drawing and writing</li> <li>My favourite stories/toys/food</li> <li>What makes me special</li> </ul>	<ul style="list-style-type: none"> <li>Writing and reading recipes for potions</li> <li>Labeling plans for making a broomstick</li> <li>Writing letters to Father Christmas</li> <li>Writing a new page of stick man</li> <li>Writing a description of the Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>Labeling diagrams</li> <li>Writing instructions</li> <li>Drawing and labeling maps</li> <li>Making road safety posters</li> <li>Recording a traffic survey</li> <li>Writing for the kindness chain</li> <li>Writing about our talents</li> </ul>	<ul style="list-style-type: none"> <li>Wanted Posters for Evil Pea</li> <li>Writing in speech bubbles</li> <li>Making healthy eating and living posters</li> <li>Writing about science experiments</li> <li>Writing a character profile</li> <li>Writing instructions for a treasure map</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and labeling the life cycle of animals</li> <li>Instructions how to care for plants</li> <li>Writing to the giant</li> <li>Writing a new page for Super Worm</li> </ul>	<ul style="list-style-type: none"> <li>Writing captions</li> <li>Changing parts of stories</li> <li>Making who am I cards?</li> <li>Begin to write stories</li> <li>Writing facts about favourite animals.</li> <li>Writing to your new teacher</li> </ul>



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<p><b>Maths Mastery</b> Units refer to MM</p>	<p><b>Pattern and early number U2</b> Recognise, describe and copy colour, extend and create size and colour patterns. Count, recognise and represent numbers one, two and three</p> <p><b>Numbers within 6 U3</b> Recognise, count and order numbers; say which numbers are 'more or less'</p> <p><b>Addition and subtraction within 6 U4</b> Add by combining two sets within six. Partition a set within six.</p>	<p><b>Numbers within 10 U8</b> Count reliably, place in order, recognise numerals, use ordinals, understand zero</p> <p><b>Addition and subtraction within 10 U9</b> Add two numbers by counting on. Subtract by taking away. Describe the direction on a number track when adding or subtracting.</p> <p><b>Calendar and Time U7</b> Use everyday language to discuss time. Record periods of time.</p>	<p><b>Numbers within 15 U10</b> Recognise, count and order numbers; estimate and compare groups of objects</p> <p><b>Numbers within 20 U12</b> Recognise, count and order numbers; estimate and compare groups of objects</p> <p><b>Shape and Pattern U14</b> Describe 2D shapes and create patterns. Begin to describe 3D shapes.</p>	<p><b>Addition and Subtraction 15</b> Add two numbers together by counting on. Recognise that when two groups are counted in a different order the answer remains the same. Subtract by counting the subset of what is left. Subtract by taking away from the whole.</p> <p><b>Money U16</b> Recognise and use everyday language related to money</p>	<p><b>Grouping and sharing U11</b> Solve practical problems involving equal and unequal groups. Explore counting in steps of 2.</p> <p><b>Doubling and halving U13</b> Solve problems and explore the relationship between doubling and halving</p> <p><b>Measure U5</b> Compare objects and quantities, solve size, weight and capacity problems</p>	<p><b>Addition and Subtraction consolidation</b> Compare quantities to solve problems that include doubling, halving and sharing</p> <p><b>Shape and sorting U6</b> Describe and sort the properties of 3-D shapes. Use 3-D shapes create a variety of stable structures. Describe the position of an object or person using mathematical vocabulary. Follow instructions related to positional language</p> <p><b>Time consolidation</b> Sequence events in the day and begin to tell the o'clock time.</p>
<p>Science Class floor book</p>	<p><b>Science skill focus: predicting</b> Carry out the experiment: Browning Apples. What happens to the apples left out. How do they change? Why have they changed?</p> <p><b>Materials</b> The three little pigs. Why did the house blow down? Which material is</p>	<p><b>Science skill focus: doing</b> Children carry out a scavenger hunt of various natural objects they can find in the environment. (forest school) Name and sort the objects found.</p> <p><b>Drainpipes</b> Investigate drainpipes and water. Where is the water coming from? Can we change the direction? Can</p>	<p><b>Science skill focus: predicting</b> Investigate things that float and sink. Make predictions and record your findings.</p> <p><b>Science skill focus: predicting</b> Friction train. Using ramps test out different materials attached to the ramp (bubbles wrap, tinfoil)</p>	<p><b>Science skill focus: observing</b> Evil Pea has frozen some of our toys how can we get them out? Observing the frozen Balloons closely. Talk about melting, freezing and changes in materials. Can we speed it up or slow it down? What would happen if?</p>	<p><b>Science skill focus: performing tests</b> Materials</p> <ul style="list-style-type: none"> <li>- making a shelter for Incy Wincy Spider</li> <li>- How to protect and egg when from cracking when it is dropped</li> </ul> <p><b>Planting and Growing</b></p>	<p><b>Science skill focus: classifying</b> Investigating magnets. Classify objects as magnetic or non-magnetic</p> <p><b>Light and Dark</b> Learn about different types of light sources. Experiment with lenses and creating shadows.</p> <p><b>Human Growth</b></p>



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	<p>best and why? Build a new house for the three little pigs.</p>	<p>we collect the water. Use tubes and guttering to problem solve.</p> <p><b>Seasonal Changes</b> Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?</p>	<p>mark how far the train travels each time. Record and evaluate your findings.</p> <p><b>Seasonal Changes</b> Discuss the seasons. What types of clothes do we need? What do we notice about trees? What else is changing around us?</p>	<p><b>Science skill focus: evaluating</b> Perform taste tests with different foods. Develop vocabulary around tastes eg. bitter, sweet.</p> <p><b>Science Week</b></p> <ul style="list-style-type: none"> <li>o Mentos experiment</li> <li>o Introduce chicks as part of Science week</li> </ul>	<p>Plant a variety of seeds and vegetables in the garden area. Learn the different parts of the plants eg stem, flower etc. Experiment growing left over vegetables. Children plant their own Magic beans and keep a bean diary at home.</p> <p><b>Life Cycle:</b> Butterfly: observe caterpillars in class</p>	<p>How human's grow and change. Focus on oral hygiene.</p>
<p><b>People, Culture and Communities</b></p>	<p><b>Transitions</b> Talking about starting school and making friends. Explore through the core story "We are all Welcome"</p> <p><b>All About Us</b> Share about ourselves. Talk and celebrate our similarities and differences.</p> <p><b>Ancestry and origins</b> Create map display and involve parents in making home languages "welcome" display</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Firewords night</li> <li>- Halloween</li> <li>- Diwali</li> <li>- Christmas</li> <li>- Hanukkah</li> </ul> <p><b>Cooking</b> Femi the fox makes a pot of Jollof Rice. Where does Jollof Rice come from? What foods do we eat at home?</p> <p><b>Diversity Week</b></p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- New Year</li> <li>- Chinese New Year</li> <li>- Valentines Days</li> </ul> <p><b>Around the World</b> Plan a pretend holiday? What is it like in different parts of the world. Children to share any experiences of travelling. Where did they go? What did they see? What did they eat? Share pictures and videos from their trip.</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Mother's Day</li> <li>- St Patrick's Day</li> </ul> <p><b>Dance around the World</b> Look at different types of dance around the world, invite visitors to demonstrate. Learn some traditional dances.</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- St.George's Day</li> <li>- Ramadan &amp; Eid</li> </ul> <p><b>Cooking</b> Cook some traditional foods for Eid celebration</p> <p><b>Carnival</b> Learn about carnival around the world. This is a celebration of fun and colour where all are welcome to celebrate together.</p>	<p><b>Special Events</b> Share with one another how they are celebrated through photographs, videos and visitors.</p> <ul style="list-style-type: none"> <li>- Birthdays</li> <li>- Father's Day</li> <li>- Sports Day</li> </ul> <p><b>International Day</b> Activities planned across the school</p>





# Rotherhithe Primary School Reception

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		Activities planned across the school				
<b>The World</b>	<p><b>Changes and Decay</b> -see science experiment.</p> <p><b>Weather &amp; Seasons</b> Daily songs and discussions.</p>	<p><b>Local Walk</b> Conduct the scavenger hunt, gathering natural materials to observe and compare</p> <p><b>Forest School</b> Stick man activities. What can stick man be used for? Can we make a stick man family?</p>	<p><b>Environmental Awareness</b> <i>Rocket Says Clean Up!</i> Through this story discuss the importance of look after our environment. What do the clean up crew do and why?</p>	<p><b>Chicks</b> Children observe and learn about the life cycle of chicks on site.</p>	<p><b>Minibeasts</b> Compare different minibeasts. Observe them in their natural habitat. Learn about life cycles.</p>	<p><b>Environmental Awareness</b> <i>Boogie Bear</i> Through this story begin to explore the idea of global warming and endangered animals. Discuss the affects of our actions on the environment.</p>
<b>Past and Present</b>	<p><b>Life now and long ago</b> Exploring different jobs and occupation within the school context and the wider community.</p>	<p><b>Life now and long ago</b> Learning and acting out the Christmas story. Comparing life now and then.</p> <p><b>Black History Month:</b> Explore the Little Leaders collection</p>	<p><b>Important figures:</b> Learn about Amelia Earhart.</p> <p><b>Jobs in the past and now</b> Visit the Docks – Greenland. Local history. Introduction to maps. Jobs in the locality now and long ago.</p>	<p><b>Life now and long ago</b> Learn about what life was like when your grown ups were at school. Compare school now and then.</p> <p><b>London History Day Events.</b></p>	<p><b>Important figures:</b> St.George’s Day: Learn about the Royal Family</p>	<p><b>Important figures:</b> Learn about the work of David Attenborough. Learn about other jobs that are related to animal conservation and protection.</p> <p><b>Creatures long ago</b> Investigate extinct animals eg. Dinosaurs</p> <p><b>Human growth:</b> past and present “My own journey”</p>



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<p><b>Creating with Materials</b></p>	<p><b>Painting and colour</b> Self Portraits Experiment with colour mixing.</p> <p><b>Drawing</b> My family &amp; things that are important to me Desings for a new house for the three little pigs</p> <p><b>Printing</b> Hand and foot printing</p> <p><b>Pattern</b> Create repeating patterns</p>	<p><b>3D work</b> Make a clay tea light for Diwali. Making Christmas decorations: salt dough</p> <p><b>Painting and colour</b> Create Fireworks pictures using different art materials eg. Blow paint, oil pastels, glitter, chalks.</p> <p><b>Drawing</b> Draw your own “terrible creatures” like the Gruffalo</p> <p><b>Textiles and texture</b> Create textured scenes from the bear hunt using natural objects</p>	<p><b>3D work</b> Children work in small groups to make something that can fly, something that can sail, something that can go on land. Junk modeling different modes of transport.</p> <p><b>Painting and colour</b> Experiment with colour mixing.</p> <p><b>Drawing</b> Modes of transport; create your own design</p>	<p><b>Printing</b> Vegetable printing. Use of repetitive patterns. Learn about Andy Warhol.</p> <p><b>Textiles and texture</b> Make a potatoe superhero using a variety of tools and techniques.</p> <p><b>Drawing</b> Draw and design a superhero costume</p>	<p><b>Drawing</b> Observational drawings of plants and flowers.</p> <p><b>Pattern</b> Simple symmetry of butterflies</p> <p><b>Textiles and texture</b> Leaf and flower mosaics and collages.</p> <p><b>Painting and colour</b> Investigate using natural materials for painting eg tea bags, flowers and spices.</p>	<p><b>Textiles and texture</b> Look an animal patterns and textures to create a model of your own chosen animal.</p> <p><b>3D work</b> Creating shoe box habitats for animals around the world.</p> <p><b>Drawing</b> Draw scenes of your favourite habitats</p>
<p><b>Music</b></p>	<p><b>Watching Listening and Participating</b> Learn to find my singing voice. Develop a steady pulse. Become more aware of rhythm and pitch. Learn how to control my voice to sing loud / soft. Learn and find confidence to sing a response back to the music teacher. Focus and engage in the session. Join in with music sessions with confidence</p>	<p><b>Snowmen and Polar Bears</b> Experience a range of songs. Explore rhythm through words. Explore pitch through singing and sounds. Listen to my peers sing. Learn to describe what I can hear in words. Begin to use my head voice.</p>	<p><b>The Sound of Music</b> Learn to sing with greater control. Learn how to use hand signs to show pitch . Sing solo with increasing confidence and control. Learn to follow signs and symbols to sing loud and quiet. Begin to explore my vocal range – high and low. Participate in singing games where I will learn to take turns and follow instructions.</p>	<p><b>Come to the Carnival</b> Learn about carnivals around the world. Have opportunities to listen to live music. Have opportunities to listen to recorded music ☑ respond to picture instrument cards to follow directions – to tap, scrape, shake ☑ learn to describe sounds using onomatopoeia ☑ learn to sing a wider repertoire of songs</p>	<p><b>Picture the Scene</b> Handle and control small percussion instruments to start and stop; play loud and soft; play fast and slow. Learn to use instruments to make sound effects in poems, songs and stories. Listen to my peers sing and play instruments. Explore vocabulary used to describe what I can hear</p>	<p><b>Road to Rio</b> Develop and keep a steady pulse. Learn to use rhythm phrases to clap rhythm patterns. Learn to accelerate and decelerate in pulse.</p>



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					<p>'Know my instrument' Name all it's parts, know the typical musical genre and it's place in musical history Refer to video library.</p>	
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