



Owlets 2015/16 Long Term Planning Reception/ Year 1

Links to National Curriculum for year 1 highlighted in Blue

Term 1 2015/16 (7 weeks)

Baseline Assessments

'All about me'

Maths/MD-Number,SSM,timecount from 0 or 1 to 100, read and write numbers to 20,learn about and record height, weight length; birthdays

English/C+L,L-Retelling stories, letter formation, &handwriting Use phonic knowledge to decode words, retell familiar stories and consider their characteristics

Phonics- Phase 1, Phase 2- Letters and sounds. Apply phonic knowledge and skills as the route to decode words.

Reading-Stories:Not as we know it SOW for High Quality Texts- Billys Bucket, Elmer. read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information.

Science/KUW-Five sensesAnimals including humans

Humanities-History (my story so far) changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life and Geography (where I live) understand geographical similarities and differences through studying the human and physical geography of a small area

Term 2 2015/16 (7 weeks)

'Lets celebrate'

Maths/MD-Problem solving,Number,SSM-cooking. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

English/C+L,L-Poems,rhymes and songs saying out loud what they are going to write aboutcomposing a sentence orally before writing itsequencing sentences to form short narratives

Phonics- Phase 2, Phase 3 LS

Apply phonic knowledge and skills as the route to decode words.

Reading-Poems and Rhymes:the Power of Reading- Tanka,Tanka Skunk. Heres a little Poem. read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words

Term 3 2015/16 (6 weeks)

'People who help us'

Maths/MD-

SSM,datahandling,Number,Money. (Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least).

English/C+L,L-Reports,newspapers.Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. **Phonics**-Phase 3 Letters and Sounds Apply phonic knowledge and skills as the route to decode words.

Reading-reports and newspapers: POWR.10 things I can do to help my world. **Discussing the significance of the title and events making inferences on the basis of what is being said and**



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Computing- Songs/CD of Christian songs, Harvest songs School songs etc. Microphone - record retelling of stories, events such as Harvest festival
CBeebies - Harvest and Creation info
Paint programmes - create picture of self/harvest/creation Beebot/robotic toy - create board for robot to travel in order of creation or from one friend's picture to another. **Use technology purposefully to create, organise, store, manipulate and retrieve digital content.**

PSHE+Cit./PSED- 'self awareness' and 'families' (Non Statutory but use guidance from www.pshe-association.org.uk as **recommended by gov.uk**) from BBC bite-size www.bbc.co.uk/education/subjects/zmpfb9q

P.E./PD- What can I do? How can I move? **Basic movements: running, jumping, throwing, catching**

Art&DT/EAD- Self portraits, My family, my home etc. **Produce creative work from their own ideas and experiences using a range of materials.**

R.E. - Special Times (Start School, We are Special, Harvest, Creation and Thank you God) Christianity, Christian values, Noahs Ark. Godly Play: Noah's ark toys, animals, own special toys etc. Harvest crafts.

Diocese of Canterbury planning for reception and Yr 1.

Science/KUW- Materials and Technology (**Everyday materials**) linked with DT.

Humanities- History & Geography (Guy Fawkes, Poppy day, Harvest, Diwali etc) **events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]**

Computing- Songs/CD of Christian songs, Party songs Christmas songs etc. Microphone - record retelling of Christmas, party experiences etc. Microphone - record party/birthday /Christmas songs CBeebies - Babies and Christmas info Paint programmes - create picture of babies / families / birthday / Christmas Beebot/robotic toy - create board for robot to travel in from Nazareth to Bethlehem

create and debug simple programs

PSHE+Cit./PSED- (Non Statutory but use guidance from www.pshe-association.org.uk as **recommended by gov.uk**) **Relationships**- differences and similarities using SOW

done. Science/KUW- Animals (**Animals including humans**) - linked to vets and people who help us.

Humanities- History (Important people who have helped us) **the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]**

Computing- Have variety of telephones for children to have pretend conversations with each other and pretend conversations with people who help us. Skype interview with people who help us. Video chat. **recognise common uses of information technology beyond school**
PSHE+Cit./PSED (Non Statutory but use



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Music- To be taught by Cathy during IG PPA time
Languages-To be taught by Cathy during IG PPA time
Extended learning context- Home/school link bks.

from www.bbc.co.uk/education/subjects/zmpfb9q

P.E./PD-Dance linked to festivals etc.
(Perform dances using simple movement patterns).

Art&DT/EAD-Designing and making (Design, make and evaluate using and applying technical knowledge) linked to Science everyday materials.

R.E. - Special times 2 (Birth of a Baby, Birthdays, Christmas) Godly Play: Baby clinic, Nativity figures. [Diocese of Canterbury planning for reception and Yr 1](#)

Music- To be taught by Cathy during IG PPA time

Languages-To be taught by Cathy during IG PPA time

Extended Learning context-Church visit & Theatre (Panto) or Cinema?

guidance from www.pshe-association.org.uk as recommended by gov.uk-Self- Careers and the world of work, health and safety, Citizenship, SOW taken from www.bbc.co.uk/education/subjects/zmpfb9q

P.E./PD-Gymnastics (Developing balance, agility and co-ordination).

Art&DT/EAD-Designing and Making - Making cards for people who help us (Design, make and evaluate using and applying technical knowledge)

R.E. - Special People (Me, Friends, Family, People Who Help Us, Zacchaeus, Loaves and Fishes) Godly Play: Weave greens and browns to make a Zacchaeus tree or blues for the sea of Galilee in outside area.

[Diocese of Canterbury planning for reception and Yr 1](#)

Music- To be taught by Cathy during IG PPA time

Languages-To be taught by Cathy during IG PPA time



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Extended Learning context- visitors to school- people who help us.

Term 4 2015/16 (5 weeks)

'At the bottom of the garden'

Maths/MD-Measuring, Number, times tables.

(Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens).

English/C+L,L-Information texts, posters, postcards composing a sentence orally before writing it.

Phonics- Phase 4 letters and sounds. Apply phonic knowledge and skills as the route to decode words.

Reading-High quality Text SOW- The Acorn, Penguin.POWR. Yucky Worms, The Bog Baby. Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

Science/KUW-Plants/ Seasonal Changes

Humanities-Geography (Beyond our school garden,Weather) identify seasonal and daily weather patterns in the United Kingdom and the location of hot

Term 5 2015/16 (7 weeks)

Assessment-Preparing EYFS data

'At the farm'

Maths/MD-Data handling, Number,SSM

(Count from 0 or 1 to 100, read and write numbers to 20)

English/C+L,L-Stories: sequencing sentences to form short narratives.

Phonics- Phase 5 letters and sounds Apply phonic knowledge and skills as the route to decode words.

Reading-POWR.The Gigantic Turnip.

Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.

Science/KUW-Animals including humans/plants

Term 6 2015/16 (7 weeks)

'Olympics Rule!'

Maths/MD-Time,Money,SSM - cooking

(Greek food?).(Given a number, identify one more and one less,Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens)

English/C+L,L-Diary writing, re-reading what they have written to check that it makes sense.Discuss what they have written with the teacher or other pupils.

Phonics-Phase 5 and beyond letters and sounds. Apply phonic knowledge and skills as the route to decode words.

Reading-Diary books- for example the very hungry caterpillar,the diary of a wombat. predicting what might happen on the basis of



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and cold areas of the world in relation to the Equator and the North and South Poles.

Computing- Songs/CD of people/family song/Easter songs Microphone - record retelling of stories
Paint programmes - create picture of story/Mum
Beebot/robotic toy - Map the Easter story
Look at photos of different mums and talk about them - what they look like, emotions etc. Also use the Go-Givers website. E-safety Use logical reasoning to predict the behaviour of simple programs. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

PSHE+Cit./PSED-Community- Rights and responsibilities, Environment, SOW taken from www.bbc.co.uk/education/subjects/zmpfb9q (Non Statutory but use guidance from www.pshe-association.org.uk as recommended by gov.uk)

P.E./PD- Games Basic movements: running, jumping, throwing, catching.

Music- To be taught by Cathy during IG PPA time

Languages- To be taught by Cathy during IG PPA time

Art&DT/EAD- Monet, Monet's Garden

About the work of a range of artists, craft makers and

Humanities-Geography- The local area and our school grounds. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Computing- Linked to RE special places- Microphone - become a tour guide in school and record what to see and do there- what can be seen on the farm? Linked to topic. Beebot/robotic toy - special spaces - direct Beebot to special places Camera - take photos of special places in school. Print and write/talk about them. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

PSHE+Cit./PSED-Global citizenship- sustainable development, Friendship (Non Statutory but use guidance from www.pshe-association.org.uk as recommended by gov.uk)

P.E./PD- Outdoor and adventurous activities Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a

what has been read so far- links to writing write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Science/KUW-Everyday materials

Humanities-History (Ancient Greece) events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Computing-2Simple2go

Listen to music stories on CD player
Sound lotto - match sounds to symbol
recognise common uses of information technology beyond school

PSHE+Cit./PSED- healthy living, growing up (not puberty!) moving on. (Non Statutory but use guidance from www.pshe-association.org.uk as recommended by gov.uk)

P.E./PD- Games, Sports day activities
Basic movements: running, jumping,



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designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

R.E. - Special Times Specific to Christians (Mothering Sunday, Easter - Love/Last Supper/Garden of Gethsemane) Godly Play: Make Easter garden for the church. [Diocese of Canterbury planning for reception and Yr 1.](#)

Extended Learning context - Garden centre visit?

range of increasingly challenging situations.

Art&DT/EAD- Art and Craft- Corn dollies, Farm crafts, Produce creative work from their own ideas and experiences using a range of materials.

Music- To be taught by Cathy during IG PPA time

Languages- To be taught by Cathy during IG PPA time

R.E. - Special Places - School, Home, Temple, Lion's Den, Church Godly Play: construction area building churches and other special places. [Diocese of Canterbury planning for reception and Yr 1.](#)

Extended Learning context - Rare Breeds centre? Mr Shortland's farm?

throwing, catching.

Art&DT/EAD- Observational drawing, photography to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Music- To be taught by Cathy during IG PPA time

Languages- To be taught by Cathy during IG PPA time

R.E. - Special Symbols - Cross, Fish, Light, Candles. Godly Play: Role play Temple/Church [Diocese of Canterbury planning for reception and Yr 1.](#)

Extended Learning context - Whole school activities? My summer holiday diary.