



## St PAUL'S (C OF E) PRIMARY SCHOOL

### Reception Long Term Cross Curricular Plan Year A 2018-2019

#### Respect, Trust, Compassion

Topic →	<u>Autumn 1</u> <u>Outside Inside</u>	<u>Autumn 2</u> <u>Knowing Myself</u>	<u>Spring 1</u> <u>Telling a Tale</u>	<u>Spring 2</u> <u>Sowing a seed</u>	<u>Summer 1</u> <u>Strength of Mind</u>	<u>Summer 2</u> <u>Family and Friends</u>
Subject ↓ English  (Books and main outcomes - see Literacy Tree Plans for more detail)	Where the wild things are - (3 weeks): <u>Oral re-telling, developing a new character</u>  Bringing the rain to kapiti plain (3 weeks): <u>labels and captions</u>	I am Henry Finch (3 weeks): <u>Thought-bubbles, lists, commands, letters of advice</u>  Halibut Jackson - (3 weeks): <u>signs and labels, captions, invitations, narrative sequel</u>  Nativity	The Magic paintbrush (3 weeks): <u>Labels, writing in role, thank you letters, own version narratives</u>  Little Red (3 weeks): <u>Labels, notes of advice, adverts, own version narrative</u>	The Tiny Seed 32 weeks): <u>Labels and captions, re-telling, writing in role, narrative, letter</u>  I will not ever never eat a tomatoo (3 weeks): <u>Statements, writing in role, lists, own version narrative</u>	Willy the Wimp (3 weeks): <u>Writing in role, letters, captions and labels, instructional 'How to' guide</u>  Hairy Maclary (3 weeks):	So Much (3 weeks): <u>performance/narrative poetry; own version narrative poem.</u>  Oi frog (3 weeks): <u>captions and labels, own version narrative</u>
Phonics (See Letters and Sounds planning)	Phase 2: Letters and sound sets: <u>Set 1: s, a, t, p</u>	Phase 2: Letters and sound sets: <u>Set 1: s, a, t, p</u>	Phase 3: <u>Set 6: j, v, w, x</u> <u>Set 7: y, z, zz, qu</u>	Phase 3: <u>Set 6: j, v, w, x</u> <u>Set 7: y, z, zz, qu</u>	phase 3/ 4: <u>Set 6: j, v, w, x</u> <u>Set 7: y, z, zz, qu</u>	Phase 4: Consolidate/ learn to read and spell

<p><b>linked to Literacy tree for more detail)</b></p>	<p><u>Set 2:</u> i, n, m, d <u>Set 3:</u> g, o, c, k <u>Set 4:</u> ck, e, u, r <u>Set 5:</u> h, b, f, ff, l, ll, ss</p> <p><b>Baseline Assessment</b></p>	<p><u>Set 2:</u> i, n, m, d <u>Set 3:</u> g, o, c, k <u>Set 4:</u> ck, e, u, r <u>Set 5:</u> h, b, f, ff, l, ll, ss</p> <p><b>Assessment</b></p>	<p><u>Consonant digraphs:</u> ch, sh, th, ng <u>Vowel digraphs:</u> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b>Assessment</b></p>	<p><u>Consonant digraphs:</u> ch, sh, th, ng <u>Vowel digraphs:</u> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b>Assessment</b></p>	<p><u>Consonant digraphs:</u> ch, sh, th, ng <u>Vowel digraphs:</u> ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b>Assessment</b></p>	<p>words which have adjacent consonants</p> <p><b>Assessment</b></p>
<p><b>Maths</b>  (Key units from White Rose Plans)</p>	<p>Baseline <b>(3 weeks)</b></p> <p>Numbers: counting and recognition <b>(3 weeks)</b></p>	<p>Shape, space and measures: 2D shape <b>(2 weeks)</b></p> <p>Shape, space and measures: money <b>(1 week)</b></p> <p>Numbers: addition and subtraction <b>(3 weeks)</b></p>	<p>Numbers: counting and recognition <b>(3 weeks)</b></p> <p>Shape, space and measures: size, weight and capacity <b>(3 weeks)</b></p>	<p>Numbers: addition and subtraction <b>(3 weeks)</b></p> <p>Shape, space and measures: 3D shape Shape, space and measures: time <b>(3 weeks)</b></p>	<p>Numbers: counting and recognition <b>(2 weeks)</b></p> <p>Numbers: addition and subtraction <b>(2 weeks)</b></p> <p>Numbers: doubling, halving and sharing <b>(2 weeks)</b></p>	<p>Numbers: doubling, halving and sharing <b>(1 weeks)</b></p> <p>Shape, space and measures: position and distance <b>(3 weeks)</b></p> <p>Consolidation/ Assessments <b>(2 weeks)</b></p>
<p><b>Physical Social Emotional Development (Development matters)</b></p>	<p><b>30 – 50: Making relationships</b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Self-confidence and self-awareness:</b> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing</p>		<p><b>40 – 60: Making relationships</b> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b>Self-confidence and self-awareness:</b> Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>		<p><b>Early Learning Goal: Making relationships</b> Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self-confidence and self-awareness:</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will</p>	

	<p>towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p><b>Managing feelings and behaviour:</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>Managing feelings and behaviour:</b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>	<p>choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour:</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
<p><b>Communication Language (Development matters)</b></p>	<p><b>30-50: Listening and attention:</b> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p><b>Understanding:</b> Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get</p>	<p><b>40-60: Listening and attention:</b> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p><b>Understanding:</b> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking:</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate</p>	<p><b>Early Learning Goal:</b></p> <p><b>Listening and attention:</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Understanding:</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> Children express themselves effectively, showing awareness of</p>

	<p>or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p><b>Speaking:</b> Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</p> <p>Can retell a simple past event in correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations; <i>who, what, when, how</i>. Uses a range of tenses, intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play.</p>	<p>roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>
<p><b>Physical Development</b></p>	<p><b>30 – 50</b> Moves confidently in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Mounts steps or climbing equipment using alternate feet.</p>	<p><b>40 – 60:</b> Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p><b>Early learning Goals:</b> Children show good control and co-ordination in large and small movements. -They move confidently in a range of ways, safely negotiating space.</p>
<p><b>Understanding the World (Development matters)</b></p>	<p><b>30 – 50: People and communities:</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and</p>	<p><b>40 – 60: People and communities:</b> Enjoys joining in with family customs and routines.</p> <p><b>The world:</b> Looks closely at similarities, differences, patterns and change.</p>	<p><b>Early learning Goals: People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.</p>

	<p>ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><b>The world:</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p><b>Technology:</b> Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers.</p>		<p><b>Technology:</b> Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		
<p>RE</p> <p>Topics and key objectives taken from SDBE – Southwark Diocesan Board of Education: Syllabus for Religious Education</p>	<p><b>Who Made The Wonderful World? (Creation) (6 weeks)</b></p> <p>To know Concepts of valuable and precious; What Christians believe about creation; The Bible; The natural world;</p>	<p><b>Why is Christmas special for Christians? (6 weeks)</b></p> <p>To know The story of Jesus' birth; The emotions of the characters in the Christmas story; Preparing for Christmas;</p>	<p><b>What Is So Special About Easter? (6 weeks)</b></p> <p>To know The events of Holy Week, as celebrated by Christians – the Easter story; Christians believe Jesus died on a cross to show God's love</p>	<p><b>Incarnation - Why do Christians believe Jesus is special? (6 weeks)</b></p> <p>To know Christians believe that Jesus: loves everyone; is God's son; was God born as a human,</p>	<p><b>How Did Jesus 'Rescue' People? (6 weeks)</b></p> <p>To know Bible stories which demonstrate the Christian belief that Jesus came to save (or 'rescue') people and give them "life in all its</p>	

	<p>Each individual is unique and precious; Thankfulness; The Church; Harvest Festival; Sharing the gifts of creation.</p> <p><b>(Respect, Trust and Compassion)</b></p>	<p>Christmas is a special time for Christians; Why Christmas is a special time for Christians: God came to earth, in human form, as Jesus. Jesus' birth brings a message of joy, peace and good news.</p> <p><b>Nativity</b></p>	<p>to the world and that because of Jesus, everyone can be forgiven for their 'sins'; That Christians believe Jesus rose from the dead; Beginning to recognise the importance of bread and wine for Christians; How Christians remember what happened at Easter and how they celebrate the festival of Easter.</p> <p><b>(Respect, Trust and Compassion)</b></p>	<p>(Incarnation;) works miracles including healing people and teaches people to love others.</p>	<p>fullness".</p> <p>Jesus healing the blind beggar</p> <p>The 10 Lepers</p> <p>Story of Zacchaeus</p> <p>The Centurion's servant</p> <p>Jesus Calming the Storm</p> <p><b>(Respect, Trust and Compassion)</b></p>	
<p><b>Expressive Arts and Design (Development matters)</b></p>	<p><b>30 – 50: Exploring and using media and materials:</b> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating</p>	<p><b>40 – 60: Exploring and using media and materials:</b> Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join</p>	<p><b>Early learning goals: Exploring and using media and materials:</b> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Being imaginative:</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>			

spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

**Being imaginative:** Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

materials they are using.

**Being imaginative:** Create simple representations of events, people and objects.

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.