




 Brackenhill Long Term Plan - (Cycle A) Reception 																																									
Term	Autumn 1 <i>Author in the spotlight – Allan Ahlberg</i>							Autumn 2 <i>Author in the spotlight – Steve Antony</i>							Spring 1 <i>Author in the spotlight – Sue Hendra</i>						Spring 2 <i>Author in the spotlight – Giles Andreae</i>						Summer 1 <i>Author in the spotlight – Jemima Lumley</i>						Summer 2 <i>Author in the spotlight – Sarah Roberts</i>								
No. of Weeks	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7		
Theme	Communication			Additional Theme				Culture			Christmas Celebration Week				Additional Theme			Conflict			Additional Theme			Additional Themes						Conservation											
Theme	Transition Week	 Happy to Be Me <i>All About Me</i>					If You Go Down to the Woods...		Halloween/Bonfire Night		 Under the Sea <i>Stories of Friendship</i>			Christmas Week				New Years	Over the Rainbow		 Let's Play! <i>Toys and Games</i>				Humpty and Friends			Mother's Day/Easter	Humpty and Friends						 No Place Like Home <i>Houses and Homes</i>						End of Year Activities
Key Texts for Teaching in bold	<ul style="list-style-type: none"> Starting School – Janet & Allan Ahlberg Funny Bones – Janet & Allan Ahlberg Spork – Kyo Maclear & Isabelle Arsenault 			<ul style="list-style-type: none"> Don't Wake the Bear! – Steve Smallman & Caroline Pedler Spider Sandwiches – Claire Freedman and Sue Hendra 				<ul style="list-style-type: none"> Commotion in the Ocean – Giles Andreae Whale Gets Stuck – Charles Fuge & Karen Hayles 			<ul style="list-style-type: none"> Christmas Magic – Melanie Joyce 				<ul style="list-style-type: none"> WOW! Said the Owl – Tim Hopgood The Magical Toybox – Melanie Joyce Lost in the Toy Museum: An Adventure – David Lucas Brown Paper Bear – Catherine Allison & Piers Harper 	<ul style="list-style-type: none"> Nursery Rhymes to be linked to key piece of text being explored in sessions with a focus on key vocabulary and comprehension Cock-a-doodle-do! Farmyard Hullabaloo – Giles Andreae & David Wojtowycz 		<ul style="list-style-type: none"> Nursery Rhymes to be linked to key piece of text being explored in sessions with a focus on key vocabulary and comprehension Rumble in the Jungle – Giles Andreae & David Wojtowycz 			<ul style="list-style-type: none"> Let's Build A House: A book about buildings and materials – Mick Manning & Brita Granstrom Home – Alex T Smith 																				
Literacy: Writing	Starting School – Janet & Allan Ahlberg (First week text ONLY) <ul style="list-style-type: none"> Working on developing pencil grasp/control and enjoying the mark making process – paper, on screen, technology etc. Funny Bones – Janet & Allan Ahlberg and Spork – Kyo Maclear & Isabelle Arsenault <ul style="list-style-type: none"> Mark making with meaning/purpose - Self-portraits with information about self (Autobiography) Don't Wake the Bear! – Steve Smallman & Caroline Pedler <ul style="list-style-type: none"> Drawing woodland creatures and labelling them, focusing on initial sounds in words 							Spider Sandwiches – Claire Freedman and Sue Hendra (1 week) <ul style="list-style-type: none"> Making our own list of ingredients for Spider Sandwiches Commotion in the Ocean – Giles Andreae and <ul style="list-style-type: none"> Drawing ocean creatures and labelling them, focusing on initial sounds in words Whale Gets Stuck – Charles Fuge & Karen Hayles <ul style="list-style-type: none"> Drawing animals from the Arctic and labelling them, focusing on initial sounds in words Christmas Magic – Melanie Joyce <ul style="list-style-type: none"> Christmas Wish Lists Writing letters to Santa 							WOW! Said the Owl – Tim Hopgood <ul style="list-style-type: none"> Creating pictures using colours with purpose, recording sounds in words on work to communicate meaning The Magical Toybox – Melanie Joyce and Lost in the Toy Museum: An Adventure – David Lucas <ul style="list-style-type: none"> Drawing our favourite toys on a toy box template and labelling them, focusing on recording sounds in words etc. Brown Paper Bear – Catherine Allison & Piers Harper <ul style="list-style-type: none"> Designing our own teddy bears and giving them a CVC name, e.g. S-a-m 						Cock-a-doodle-do! Farmyard Hullabaloo – Giles Andreae <ul style="list-style-type: none"> Drawing farmyard animals and labelling them, focusing on recording sounds in sequence Mother's Day <ul style="list-style-type: none"> Making a card/writing a note for family member/friend that we care about ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; 						Easter <ul style="list-style-type: none"> Designing our own Easter eggs and recording short 'It is...' style captions about them Rumble in the Jungle - Giles Andreae & David Wojtowycz <ul style="list-style-type: none"> Drawing jungle animals and labelling them, focusing on recording short captions ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 						Let's Build A House: A book about buildings and materials – Mick Manning & Brita Granstrom and Home – Alex T Smith <ul style="list-style-type: none"> Designing and writing about our own dream houses Other <ul style="list-style-type: none"> Creating an All About Me poster with a self-portrait for the children's new Class Teacher in Year 1 ELG: Writing Children at the expected level of development will: <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 								

<p>Reading</p>	<p>Autumn 1 & 2</p> <ul style="list-style-type: none"> • Listens to and joins in with stories and poems, when reading one-to-one and in small groups • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Begins to be aware of the way stories are structured, and to tell own stories • Shows interest in illustrations and words in print and digital books and words in the environment • Recognises familiar words and signs such as own name, advertising logos and screen icons • Looks at and enjoys print and digital books independently • Knows that print carries meaning • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps <p>Plus:</p> <ul style="list-style-type: none"> • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Hears and says the initial sound in words - Starts to link sounds to letters, naming and sounding the letters of the alphabet 	<p>Autumn 1 & 2</p> <ul style="list-style-type: none"> • Enjoys an increasing range of print and digital books, both fiction and non-fiction • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from books, computers and mobile digital devices • Is able to recall and discuss stories or information that has been read to them, or they have read themselves • Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example • Begins to develop phonological and phonemic awareness <ul style="list-style-type: none"> - Continues a rhyming string and identifies alliteration - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee • Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences 	<p>Summer 1 & 2</p> <p>ELG: Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
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<p>Maths White Rose Maths</p>	<p>The curriculum map displays units for three terms: Autumn, Spring, and Summer. Each unit includes a title and a 'VIEW' button. Autumn units include 'Getting to know you', 'Match, sort and compare', 'Talk about measure and patterns', 'It's me 1, 2, 3', 'Circles and triangles', '1, 2, 3, 4, 5', and 'Shapes with 4 sides'. Spring units include 'Alive in 5', 'Mass and capacity', 'Growing 6, 7, 8', 'Length, height and time', 'Building 9 and 10', and 'Explore 3-D shapes'. Summer units include 'To 20 and beyond', 'How many now?', 'Manipulate, compose and decompose', 'Sharing and grouping', 'Visualise, build and map', 'Make connections', and 'Consolidation'.</p>
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<p>Personal, Social and Emotional Development</p>	<p>Birth to 5 to be covered on an ongoing basis as part of daily practice</p> <p>Topic & key Learning Challenge – Managing Self</p> <p>British Values – Rule of Law & Democracy</p> <ul style="list-style-type: none"> • <i>Be confident to try new activities and showing independence, resilience and perseverance in the face of challenge (ELG)</i> • <i>Knows the people who look after them and their different roles and responsibilities</i> • <i>Explain the reasons for rules, now right from wrong and try to behave accordingly (ELG)</i> • <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)</i> • <i>Knows how to make good decisions.</i> 	<p>Birth to 5 to be covered on an ongoing basis as part of daily practice</p> <p>Topic & key Learning Challenge – Self-Regulation</p> <p>British Values – Mutual respect & Individual Liberty</p> <ul style="list-style-type: none"> • <i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</i> • <i>Set work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</i> • <i>Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions (ELG)</i> • <i>Recognise that they are unique and see themselves as a valuable individual</i> 	<p>Birth to 5 to be covered on an ongoing basis as part of daily practice</p> <p>Topic & key Learning Challenge – Managing Self</p> <p>British Values – Rule of Law & Acceptance</p> <ul style="list-style-type: none"> • <i>Work and play cooperatively and take turns with others (ELG)</i> • <i>Form positive attachments to adults and friendships with peers (ELG)</i> • <i>Show sensitivity to their own and to others’ needs (ELG)</i> • <i>Build constructive and respectful relationships.</i> • <i>Think about the perspective of others</i> • <i>Begin to develop an awareness of E-safety</i>
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<p>Physical Development</p>	<p>Birth to 5 Matters objectives to be covered on an ongoing basis as part of daily practice.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #00b09b; color: white;">Introduction to PE : Unit 2</div> <div style="border: 1px solid black; padding: 5px; background-color: #4a7ebb; color: white;">Dance : Unit 2</div> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460; color: white;">Ball Skills : Unit 2</div> <div style="border: 1px solid black; padding: 5px; background-color: #f1e333; color: white;">Fundamentals : Unit 2</div> <div style="border: 1px solid black; padding: 5px; background-color: #00b09b; color: white;">Gymnastics : Unit 2</div> <div style="border: 1px solid black; padding: 5px; background-color: #f4a460; color: white;">Games : Unit 2</div> </div>					
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<p>Understanding the World</p>	<p>People and communities Range 5:</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them 	<p>People and communities Range 5:</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience 	<p>People and communities</p> <ul style="list-style-type: none"> • Talks about past and present events in their own life and in the lives of family members • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>EYFS Unit – F.4 How are special times celebrated? (Spring/Summer Festivals)</p>	<p>EYFS Unit – F.1 Where do we live and why is it special?</p>	<p>EYFS Unit – F.6 What do believers believe about creation?</p>
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	<ul style="list-style-type: none"> 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>EYFS Unit – F.5 What makes a good helper?</p>	<ul style="list-style-type: none"> Recognises and describes special times or events for family or friends <p>Past and present</p> <ul style="list-style-type: none"> Compare and contrast characters from stories including from the past. <p>EYFS Unit – F.2 How are special times celebrated? (Autumn Festivals)</p>	<p>EYFS Unit – F.3 Which places are special and why?</p>			
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