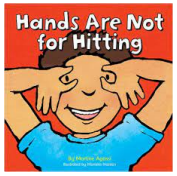
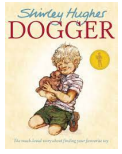
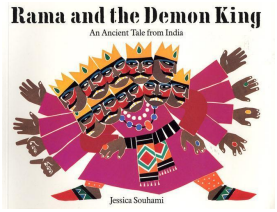
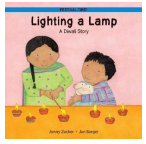
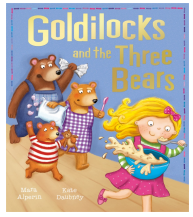
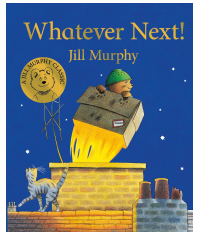
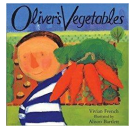
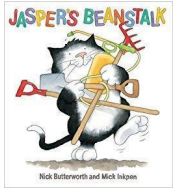
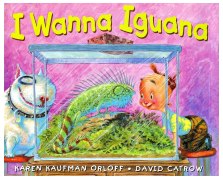
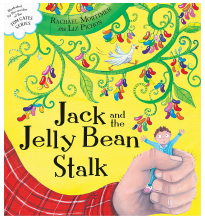
St John's Primary School Planning Overview **2021/2022** **Year Group: Reception Acorns**

Foundation Stage planning is used as a guide and not a "tick list". This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

Subject	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Whole School Christian Values	LOVE	PEACE	WISDOM	HOPE	FRIENDSHIP	HONESTY
Topic	**Real Life – It's Good To Be Me!**	**Let's Celebrate Christmas**	**Open the Book**	**Roaming through the Rainforest**	**Out and About Who Lives in a Place like this?**	**How Does Your Garden Grow/Down On The Farm**
Theme Texts	  Children's favourite texts. Daily Story time voted by the children.	  Nursery Rhymes Rama and Sita Stickman The First Christmas – Bible Christmas Stories	  Goldilocks and the Three bears Traditional Tales Whatever next	 We're Roaming through the Rainforest The Mixed up Chameleon Non-Fiction texts	 The Three Little Pigs	  Oliver's vegetables The Bad-Tempered Ladybird Jaspers beanstalk Jack and the beanstalk The Very Hungry Caterpillar

Investigation(s)	What do you want to be when you grow up? What are my interests? Autumn Colour (glitter/sparkle/ reflective)	Fine Motor Skills (tweezers etc) Christmas –Nativity/decorations/ Stories Are Celebrations all the same? What happens in my house at Christmas?	Who are the Characters in our books? Signs of Spring/Easter Grow Grass Light and dark Book –what makes a rainbow? Shadow boxes/colour etc Is space empty?	Do Rainforest Animals make good pets? Visitor from the Rainforest. Non-fiction /captions/labels/ Alphabetical order	Who lives in a house like this? What are houses built from? What is the best material for the job?	What do plants need to grow? Where does milk come from? Animals and their young Animals that live on a farm Minibeasts How to grow a bean/seed
Personal, Social and **Emotional Development** **JIGSAW**	Settling into school. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Introduce rules Ready, Respectful and Caring Being me in my world	Personal skills & attributes, being unique; personal preferences and choices Celebrating difference	Compromising and solving conflicts; understanding how actions affect others Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Dreams and goals	Being confident to try new activities, co-operating and taking turns Healthy me	Working as a group, knowing boundaries of behaviour Think about the perspectives of others. Manage their own needs. Relationships	Caring for living things, showing sensitivity to others Changing me
Physical Development 	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and sport. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons and dough for gym. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene **Gross motor:** Cooperation games i.e. parachute games. Different ways of moving to be explored with children.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **Gross motor:** Ball skills- throwing and catching. Crates play- climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. **Gross motor:** Ball skills- aiming, dribbling, pushing, patting, or kicking. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. **Gross motor:** Balance- children moving with confidence through dance related activities Negotiates space successfully	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. **Gross motor:** Obstacle activities- children moving over, under, through and around equipment	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **Gross motor:** Races to consider for Sports Day- Spider race (children to move on hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to

	Fine motor: Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp Introduce Dough Gym and Funky Fingers	**Fine motor:** Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Write Dance Dresses with minimal help and observe the effects of activity on their body	**Fine motor:** Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Understands aspects of health/good foods, exercise	**Fine motor:** Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	**Fine motor:** Develop pencil grip and letter formation continually	put one hand behind back). Extension- Relay (teamwork passing a baton). **Fine motor:** Form letters correctly
Communication and Language 	Understand how to listen carefully and why listening is important. Engage in story times, listening with increasing attention Learn rhymes, poems, and songs. Story Scribing/Helicopter Stories **Big Talk:** Learn new vocabulary	Follow directions and simple instructions, use talk to connect ideas – Develop social phrases & stories Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Story Scribing/Helicopter Stories **Big Talk:** Describe through senses Vocabulary linked to theme	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Story Scribing/ Helicopter Stories Listen carefully to rhymes and songs, paying attention to how they sound. **Big Talk:** Talking in full sentences Vocabulary linked to theme	Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Engage in non-fiction books - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Story Scribing/ Helicopter Stories **Big Talk:** Sentence substitutes Vocabulary linked to theme	Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Story Scribing/ Helicopter Stories **Big Talk:** Posh Talk Use new vocabulary in different contexts Vocabulary linked to theme	Follow instructions, answer 'How' and 'Why' questions. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Story Scribing/ Helicopter Stories **Big Talk:** Sharing Jokes Vocabulary linked to theme
Literacy **(Phonic Bug accredited synthetic programme)**	**Phonics:** Phase 2 **Reading:** Listen to stories, describe main parts Individual reading- focus on behaviours Books with no words and with words Rhyme and alliteration Read individual letters by saying the sounds for them.	**Phonics:** Phase 2/3 **Reading:** Look at books independently; begin to link sounds and letters. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Whole Class Guided reading- knowing how stories are structured Books with words and sentences HFW/Tricky Words to be sent home	**Phonics:** Phase 2/3 **Reading:** Begin to segment sounds and blend. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to Phonic Bug. Whole Class Guided reading- comprehension. Spot the word that means…. Books with sentences and stories HFW to be sent home	**Phonics:** Phase 2/3 **Reading:** Begin to read words and simple sentences. Read simple phrases and sentences made up of words with known letter–sounds. Re-read these books to build up confidence in word reading, fluency and understanding /enjoyment. Whole Class Guided reading- simple comprehension skills, questions	**Phonics:** Phase 3 /4 **Reading:** Read and understand simple sentences Group Guided reading-simple comprehension skills, questions Books with sentences and stories	**Phonics:** Phase 3/ 4 **Reading:** Use phonics to decode and knows some irregular words Group Guided Reading- fluency, expression, simple comprehension skills, questions

	Story time: Fiction and non-fiction relating to topic **Writing:** Knows initial phoneme in spoken words Manipulate objects with good fine motor skills Give meaning to marks Use language for a range of purposes **The Write Stuff:** Ruby's Worry **Use baseline, ongoing assessments and planning to inform differentiation**	**Story time:** Fiction and non-fiction relating to topic **Writing:** Can continue a rhyming string Develop muscle tone to put pencil pressure on paper Can identify some phoneme/grapheme correspondences Begin to use letters to rep. meaning **The Write Stuff** How to make a Chocolate Mug Cake (Non fiction) **Use ongoing assessments and planning to inform differentiation**	**Story time:** Fiction and non-fiction relating to topic **Writing:** Extend spoken vocabulary Recognise some familiar words Begin to form letters correctly Use writing as a means of communicating to audience Write own name and labels/captions **The Write Stuff** TBC **Use ongoing assessments and planning to inform differentiation**	**Story Time:** Fiction and Non Fiction related to topic **Writing:** Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Use phonic knowledge to write simple words and attempt more complex words Begin to write short sentences **The Write Stuff** I Wanna Iguana  **Use ongoing assessments and planning to inform differentiation**	HFW to be sent home **Story Time:** Fiction and Non Fiction related to topic **Writing:** Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. **The Write Stuff** Pigs Might Fly **Use ongoing assessments and planning to inform differentiation**	**Story Time:** Fiction and Non Fiction related to topic **Writing:** Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **The Write Stuff** Jack and the Jellybean Stalk  **Use ongoing assessments and planning to inform differentiation**
Mathematics (See White Rose) 	Matching. Sorting & Comparing Numbers 1, 2, 3 Represent numbers up to 3, using fingers and in a 5 frame. Count reliably up to ten objects, including those that cannot be moved Count actions or sounds **Shape space and measures:** Recognition and use of 2D Shapes in the environment Use everyday language related to size Order familiar events	Numbers 4, 5, 0 Early doubling Count out a smaller number of objects (up to six) from a larger group Match and compare objects in two sets, recognising when the sets contain the same number of objects Move around or partition and recombine small groups of up to four objects and recognise the total is the same **Shape space and measures:** Recognition and use of 3D shapes Use everyday language related to weight Measure short periods of time	Numbers 5, 6, 7 Early doubling Count reliably any arrangement of up to 7 objects Find one more and one less than a number from 1 to 10 Begin to estimate how many objects can be seen and check by counting (up to ten) **Shape Space and Measures:** Recognise patterns Use everyday language related to capacity Days of the week	Numbers 7, 8, 9, 10 Halving Doubling Sharing Count reliably more than ten objects Estimate a number of objects that can be checked by counting (up to twenty) Recognise numerals of personal significance **Shape Space and Measures:** Create patterns Use everyday language related to position Months of the year Compare, estimate and order length, weight and	Numbers 10, 11, 12, 13, 14, 15 Addition- find the total by combining two sets Subtraction- remove objects from a small group and count how many are left Identify mathematical problems based on own interests and fascinations **Shape space and Measures:** Create patterns Use everyday language related to distance Explore time- o'clock Compare, estimate and order capacity	Numbers 16, 17, 18, 19, 20 Halving, doubling, sharing Add and subtract two single-digit numbers and count on or back to find the answer Compare sets of up to 20 objects, using language such as 'more' and 'fewer' Solving problems of doubling, halving and sharing **Shape space and Measures:** Recap 2D and 3D shape Use everyday language related to money Use everyday language related to time

	Use baseline, ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	height Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation	Use ongoing assessments and planning to inform differentiation
Understanding the World **Snap Science** **Forest School** **Understanding Christianity** **Discovery RE** **RE Texts**	Talk about members of their immediate family and community. Name and describe people who are familiar to them. **Snap Science** - What am I made of? Links to PD **Snap Science** - How does my toy work? Stranger danger Road safety Investigating reflective surfaces – how to be seen in the dark. Day and night animals. **Forest School:** Ground Rules, Free Play and circle games **Snap Science** - Autumn Trees **Discovery RE:** What makes people special A Wet and Windy Harvest for Puddles	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Stories from other cultures Exploring change and decay (seasonal) **Forest School:** Introduce Fire **Snap Science**: Winter Trees **Discovery RE:** How do people celebrate? Diwali **Understanding Christianity:** Incarnation – Why to Christians perform Nativities at Christmas? Puddles and the Christmas Play	Recognise some environments that are different to the one in which they live. New Year Chinese New Year **Snap Science**- What happens at night? What is in the sky? What is the moon? **Forest School:** Tools – saw & loppers **Snap Science:** Winter Trees What is in the sky? **Discovery RE:** What can we learn from stories?	Understand that some places are special to members of their community. Pancake Day Easter Mother's Day Stories from other cultures Explore world maps and globes – where are Rainforests and how are they different to England? **Science week/ Snap Science**- What goes through? What happens when you mix it? What floats? What makes a good bubble? **Forest School:** Shelters **Snap Science**- Spring trees. What hat is best to wear today? **Understanding Christianity**: Salvation – Why do Christians put a cross in an Easter garden? Puddles and the Happy Easter Day	Explore the natural world around them. Draw information from a simple map. Spring Our Local Area – map places and geographical features. **Snap Science**- Who has stripes? Who are my parents? Who lives here? **Forest School:** Exploring colour **Snap Science**: Summer trees **Discovery RE:** What makes places special? Puddles Lends a Paw	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Transition to Y1- getting to know Reception staff **Snap Science**: What's inside an egg? Is all of a plant green? Planting and Growing Living/not living Caring for living things. Recording observations of animals and plants – Life Cycles Caring for living things **Forest School:** Minibeasts **Snap Science** What does an earthworm do? What is the weather like today? What can I grow for my dinner? **RE:** Creation A wedding day wish for Puddles
Expressive Arts and Design 	Me portraits and people who help us – paint and ICT Clay faces on trees Using construction materials Picasso – portraits – natural portraits Jackson Pollock splatter Develop storylines in their pretend play	Character collages Diva lamps Rama and Sita puppet show Kandinsky – coloured shapes Changing words to Nursery rhymes Sing in a group or on their own, increasingly matching	Colour mixing – secondary colours Rockets – 3D collages Construction Dancing/mime to space music Mondrian	Shape rainforest animals Movable animals/3D forms Animal feet- Clay sculptures Mixing media – eg making different slimes and doughs with the children – following instructions	Colour mixing - tones Choosing and using a range of materials Listen attentively, move to and talk about music, expressing their feelings and responses.	Paintings/collage Matisse L'Escargot – snail collage Van Gogh – Sunflowers Life cycles Watch and talk about dance and performance

		the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.		art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings using the woodwork bench Explore and engage in music making and dance, performing solo or in groups following Charanga					
Trips/Visits/ Experiences		**ENGAGE:** Post Office Visit to post letter to FC Make Indian food	**ENGAGE:** Crime scene of Goldilocks **World Book Day- 3RD March**	**ENGAGE-** Visitor from the Rainforest Making model rainforest	**ENGAGE:** Local Area trip – **ENGAGE:** Buy our fruit from the supermarket?	**ENGAGE-** Trip to animal/garden link, learning about different animals, feeding and caring for. **ENGAGE-** Take children to the school garden and explore the area. Children ask questions about what they see, hear and feel. How do plants change at different times of year? Talk about the terms 'migration' and 'hibernation' and link to animals the children may have seen in their local woodland. Link this to food sources for these animals
Parental Engagement COVID dependent	End of topic celebration/Stay and Play Harvest Festival and presentation of Bible Reading/ phonic meeting - online Weekly Newsletter for parents	End of topic celebration Learning journey sharing Nativity Performance (outdoor) Parent meeting (appointments) Tapestry meeting Weekly Newsletter for parents	End of topic celebration Learning journey sharing Writing meeting Weekly Newsletter for parents	End of topic celebration Learning journey sharing Parent meeting (appointments) Maths meeting Weekly Newsletter for parents	End of topic celebration Learning journey sharing Weekly Newsletter for parents	End of topic celebration Learning journey sharing End of year report/Tapestry Sports day Weekly Newsletter for parents
Assessment	**Baseline –** Number and sound assessment Learning journeys (IMP) Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups	**End of term assessment** Learning journeys Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups Support Plans	Ongoing assessment Learning journeys Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups Support Plan update/EHCP referrals?	**End of term assessment** Learning Journeys Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups Support Plan update	Ongoing assessment Learning journeys Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups Support Plan update	**End of term assessment** Learning Journeys Tapestry DM Strength/Gap analysis Observations/Next Steps Intervention groups Support Plan update
Moderation	Baseline	Cluster moderation event with MAT schools	In house moderation	Preschool links moderation event	MAT moderation event	In house moderation with SLT & Year 1

Action Planning	Prepare Action plan Consider previous year exit data and current entry data EYPP spend Appraisal targets	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment	Visit Action Plan e.g. review data and outdoor learning Review Risk Assessment
Transition	All children in… Week 1: Mornings and afternoons Week 2: Morning and afternoons (Swap) Week 3: Half days with lunch. Week 4: Full time.				Reception staff get to know Nursery children in their setting in preparation for transition	Nursery visits cont. Transition days into Y1 for Reception children.
Characteristics of Effective Learning **Playing & Exploring:** Encourage children to 'have a go' and explore their new environment **Active learning:** Encourage children to learn together and from each other Encourage children to persist with an activity even when it is challenging **Creating & Thinking Critically:** Encourage open ended thinking Model being a thinker, showing that you don't always know						