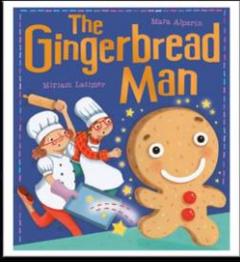
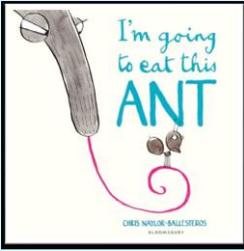
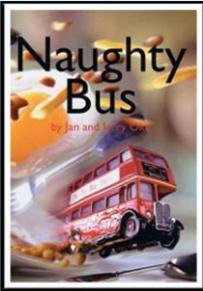
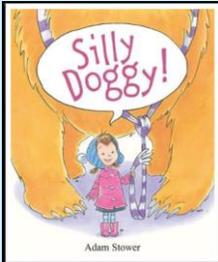
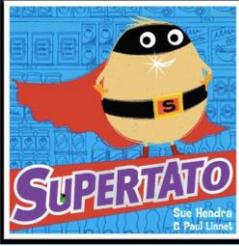


Frodsham CE Primary School Long Term Plan 2019/2020 Reception

As God's family we love, learn and play together.

	Autumn		Spring		Summer	
Christian Values	Love	Respect	Kindness	Community	Faith	Resilience
British Values	Tolerance Individual liberty	Mutual respect The rule of law	Individual liberty Democracy	Tolerance Mutual respect	Democracy The rule of law	Individual liberty Mutual respect
RE (Chester Diocese) Year A Several visits to be made to St Laurence's Church throughout the year	Creation What does the creation story teach Christians about God?	Kingdom of God What kind of King might Jesus have been? Incarnation Why do Christians perform nativity plays at Christmas?	Christian Community What is the church? Why is the local church linked to our school? Discipleship Why did the first disciples change their lives when they met Jesus?	Easter/Forgiveness Why do people say sorry? Why do Christians say 'it doesn't matter' when people make mistakes?	World Faiths	
Year B Several visits to be made to St Laurence's Church throughout the year	God What do Christians say God is like?	Good News What is good news? What good news stories do we find in the Bible? Incarnation Why do Christians perform nativity plays at Christmas?	Holy Spirit What do Christians say the Holy Spirit is like?	Easter/Salvation Why do Christians put crosses in an Easter garden?	World Faiths	

<p>English - Pathways to Write</p> <p>Text Outcome Wow Starter</p>	 <p>Fiction – Retell and Labels Autumn 1 Then Gingerbread Man</p> <p>Writing outcome: To create their own drawings to represent the story and orally retell it. Pupil's drawings will be labelled with marks appropriate to their development stage.</p> <p>Wow Starter: Pupils follow small flour footprints into the classroom that eventually lead up to various ingredients for making gingerbread.</p>	 <p>Non-fiction - List Autumn 2 I'm going to eat this ant</p> <p>Writing outcome: To write a list of foods for a different animal.</p> <p>Wow Starter: Go on an animal hunt outside. Take magnifying glasses, clip boards, paper, pens and a camera for recording findings.</p>	 <p>Non-fiction - Recount Spring 1 Naughty Bus</p> <p>Writing outcome: To write a recount of the adventures of Naughty Bus and where he went.</p> <p>Wow Starter: A present arrives wrapped up for the class to open. It's a toy London bus.</p>	 <p>Fiction – adventure story Spring 2 The Journey Home</p> <p>Writing outcome: To write their own retelling of the story.</p> <p>Wow Starter: Pupils enter the classroom and find out that they have had 'visitors'. The visitors have left trails of different animal footprints around the classroom, leading to a suitcase.</p>	 <p>Fiction – Friendship Story Summer 1 Silly Doggy</p> <p>Writing outcome: To orally retell the story To write a shortened version of the story.</p> <p>Wow Starter: Ask the head teacher to come into the classroom to explain that an animal has been rummaging around in the school bins and made a real mess. Have a picture for evidence for the pupils.</p>	 <p>Non-fiction – Poster Summer 2 Supertato</p> <p>Writing outcome: A wanted poster with character description.</p> <p>Wow Starter: In the builder's tray have a large block of ice with peas frozen in the centre. Attached to the ice, place a note asking the children to free the peas.</p>
<p>Mathematics (White Rose)</p>	<p>Number and place value – Numbers to 5</p> <p>Addition and Subtraction – Sorting</p> <p>Number and place value – Comparing groups</p> <p>Addition and Subtraction – One more & one</p>	<p>Number and place value – Number bonds to 5</p> <p>Number and place value – Numbers to 10</p> <p>Addition and Subtraction – Addition to 10</p> <p>Geometry – Spatial awareness, 2d and 3d</p>	<p>Geometry – Exploring patterns</p> <p>Addition and Subtraction – Counting on and back</p> <p>Number and place value – Numbers to 20</p>			

	less Measurement - Time			shape			Multiplication and Division – Halving & sharing, doubling, odds & evens Measurement – Capacity, weight, length, height & distance			
Music (Charanga)										
PE	Dance Multi-skills (Wide games-Focus on movement, key skills and rules)		Gym Multi-skills (Ball skills-kicking, hitting, throwing and catching)		Dance Multi-skills (Running and Jumping)		Gym Team games (teamwork, spatial awareness, attack/defending and passing)		Multi-skills (Ball skills-Kicking, hitting, throwing and catching) Athletics (Running, jumping and throwing)	
PHSE (SEAL) Core Theme	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	Health and Wellbeing	Relationships	Living in the Wider World	
Topics	Healthy Lifestyles	Feelings and Emotions	Rights and Responsibilities	Growing and Changing	Healthy Relationships	Taking Care of the Environment	Keeping Safe	Valuing Difference	Money	
	To learn: to know the importance for good health of physical exercise, and a healthy diet, and to talk about ways to keep healthy to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently	To learn: to express themselves effectively to develop a positive sense of themselves and others to develop social skills and learn how to manage their feelings to have confidence in their own abilities to be confident about trying new activities, and say	To learn: to follow instructions to understand appropriate behaviour in groups to talk about their own and others behaviour, and its consequences to know that some behaviours are unacceptable to work as part of a group or class to understand	To learn: to talk about past and present events in their own lives	To learn: to listen attentively to give their attention to what others say and respond appropriately to form positive relationships and develop respect for others, with both adults and children to be confident speaking in a familiar group to play co-operatively,	To learn: to know about similarities and differences in relation to places and living things to talk about the features of their own immediate environment and how environments might vary from one another to make observations of animals and plants and explain why some things occur, and talk	To learn: to move confidently in a range of ways, safely negotiating space to handle and explore a variety of equipment, tools, materials and techniques safely and effectively to say when they do or don't need help to talk about ways to keep safe	To learn: to know that other children don't always enjoy the same things, and are sensitive to this to know about similarities and differences between themselves and others, and among families, communities and traditions	To learn: to use everyday language to talk about money	

		<p>why they like some activities more than others</p> <p>to talk about how they and others show feelings</p> <p>to take change of routine in their stride</p>	<p>how to follow rules</p> <p>to adjust their behaviour to different situations</p>		<p>taking turns with others</p> <p>to take account of one another's ideas about how to organise their activity</p> <p>to show sensitivity to other's needs and feelings</p>	about change			
<p>Educational visits</p> <p>Celebrations throughout the year</p>	<p>Visiting Father Christmas with Big Buddies to a wildlife park.</p> <p>St Laurence Church</p> <p>Bonfire Night</p> <p>Remembrance Sunday</p> <p>Anti-bullying week</p> <p>Christmas</p>		<p>Imagine That! - Liverpool Science and discovery centre</p> <p>St Laurence Church</p> <p>Science Week</p> <p>Internet safety day</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Fairtrade fortnight</p> <p>World book day</p> <p>Sports /comic relief</p> <p>Easter</p>			<p>?</p> <p>St Laurence Church</p> <p>Enterprise/Careers week</p> <p>Outside classroom day</p> <p>Transition</p>			