

St John Vianney Catholic Primary School- Reception Half Termly Planner 2020

Development Matters Links (Intent)

(direct teaching points highlighted, other DM links will be incidentally taught during child-initiated learning time)

PSED:

- 23. Initiate conversations, attend to and takes account of what others say
- 27. Become aware of boundaries set, and behaviour expectations in the setting
- 17. To talk to others about own needs, wants and interests

C&L:

- 24. Maintain attention, concentrate and sit quietly doing appropriate activity
- 32. Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words
- 33. Use language to imagine and re-create roles and experiences in play situations
- 18. Listen to and respond to ideas expressed by others in conversation or discussion

PD:

- 50. Use simple tools to effect changes to materials
- 52. Show preference for a dominant hand
- 53. Use anticlockwise movement and retrace vertical lines
- 54. Begin to form recognisable letters
- 33. Show understanding of how to transport and store equipment safely

L:

- 24. Hear and say initial sound in words
- 26. Link sounds to letters, name and sound the letters of the alphabet
- 27. Read words
- 7. Hear and say the initial sound in words
- 9. Link sounds to letters, naming and sounding the letters of the alphabet.
- 11. Write own name*

M:

- 29. Count actions or objects that cannot be moved.
- 30. Count objects to 10, beginning to count beyond 10
- 31. Count out up to 6 objects from a larger set.
- 32. Select correct numeral to represent 1-5, then 1-10 objects
- 33. Count an irregular arrangement of up to 10 objects
- 35. Use language of 'more' and 'fewer' to compare 2 sets of objects
- 21. Begin to use mathematical names for solid 3d shapes and flat 2-d shapes and mathematical terms to describe shapes
- 22. Select a particular named shape
- 23. Describe their relative position such as behind or next to
- 24. Order 2 or 3 items by length or height

UW:

- 8. Recall and talk about significant events in their own life
- 9. Recognise and describe special times or events for family or friends-*
- 17. Talks about some of the things that they have observed such as -
- 9. Complete a simple program on a computer

EAD:

- 25. Explore what happens when they mix colours
- 26. Experiment to create different textures
- 29. Construct with a purpose in mind, using a variety of resources
- 30. Use simple tools and techniques competently and appropriately
- 17. Choose particular colours for a purpose
- 18. Introduce a storyline or narrative into their play

Implementation

Children will be taught using a combination of adult led activities and input alongside continuous child-initiated learning activities. All assessments will be completed in provision.

Impact

Children will become knowledgeable about celebrations from a variety of faiths and will be able to link these to their own experiences of celebration.

Autumn Term 2

Light the way to the celebration

Links to Fundamental British Values:

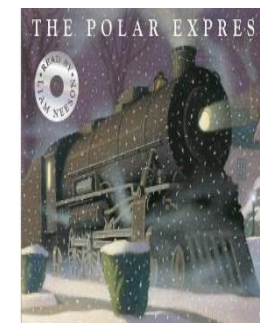
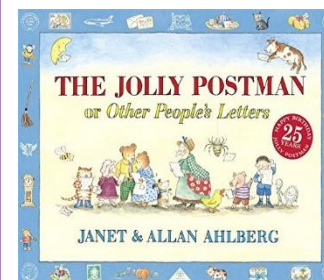
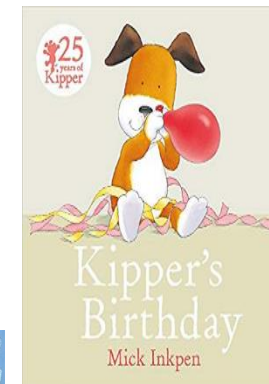
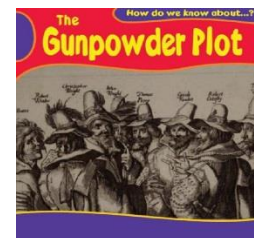
Mutual Respect-

- Learning about the Gunpowder plot as a historical story
- Acknowledging the differences in Religious beliefs (learning about Judaism and Diwali)
- Learning about Remembrance Day

Links to home learning:

- Children will be asked to share their experiences celebrations at home and with family
- Children will invite their parents to a virtual Christmas carol concert on Christmas Jumper Day

Key Texts to be used:



Community Links and Cultural Capital:

- Links with Diwali and Hanukkah (Come and See)
- Christmas links with Reeve Court (sending Christmas cards to the elderly)