## Long Term Plan - St Paul's Cray CE Primary School Early Years Foundation Stage

## **Reception Class**

**Phonics:** will be following Read Write Inc programme

Maths: will be following White Rose plan and supported by Power Maths. Introducing money - pilot scheme - Milo's money.

**PSED**: will follow the JIGSAW programme and class/school behaviour policy - this will also cover overall health and wellbeing (as PD within development matters)

**RE:** will follow the Diocese of Rochester scheme of work. **Collective worship:** Reception will join in gradually with whole school and phase opportunities for worship.

| Term and      | Communication and     | Literacy:                | Physical        | Understanding of the           | Expressive Art and Design:           | Enhancements:        |
|---------------|-----------------------|--------------------------|-----------------|--------------------------------|--------------------------------------|----------------------|
| Topic (within | Language:             | Specific texts           | Development:    | World:                         | Specific skills, artists, activities | Extra provision      |
| Maestro)      | Specific vocabulary   | Specific writing         |                 | Specific activities planned to | planned                              | planned and specific |
|               |                       | opportunities            |                 | cover all areas within this    |                                      | dates planned for    |
| Spring 1      | Farm, farmer,         | Rosie's Walk             | Variety of ball | Types of farms                 | Mother's Day cards                   | Mother's Day         |
| Do cows       | farmyard              | Farmer Duck              | skills          |                                |                                      |                      |
| drink milk?   | Farm animals - pigs,  | The Little Red Hen       |                 | Farm animal's names:           | Salt dough milk bottles              | Chicks (Living eggs) |
|               | piglets, sheep, sheep | Pig in the pond          | Handwriting to  | adult/babies male/female       |                                      |                      |
|               | dog, cows, calf,      | The cow that laid an egg | match RWI       | Part of animals                | Handprint farm animals               | Caterpillars -       |
|               | chicken, chick, goat, | Brenda's Boring Egg      | phonics         |                                |                                      | watching the life    |
|               | kid                   | On the Farm              |                 | Animal homes                   | Animal face masks                    | cycle as they change |
|               | Meat, milk            | Farmyard Hullabaloo      | 5 a day fitness |                                |                                      |                      |
|               | Wheat, corn, grain,   | The Cow that laid the    |                 | Process of products from       | Sponge painting animals              | Farm trip or farm to |
|               | Crops, bulbs,         | egg                      | Easter Egg Hunt | farm to shop: milk, wool       | (patterns)                           | visit school         |
|               | Seed, seedling        | Muddle farm              |                 |                                |                                      |                      |
|               | Grow                  | Tractor in Trouble       | Cutlery within  | Jobs on the farm               | Bird feeders                         | Easter               |
|               | Soil, mud             | The Naughty Sheep        | cooking and     | Maps - farm journey to         |                                      |                      |
|               | Tractor               |                          | lunchtimes      | school                         | Variety of cooking:                  | Easter celebration   |
|               | Combine harvester     |                          |                 |                                | Rice Crisp cakes                     | with parents         |
|               | Fence                 |                          |                 | Life cycles: Chicks            | Bread                                |                      |
|               | Field                 |                          |                 | Caterpillars                   | Chocolate cakes                      |                      |
|               |                       |                          |                 |                                | Heart Shaped biscuit (gift for       |                      |
|               |                       |                          |                 | Growing - cress, sunflowers,   | Mum)                                 |                      |
|               |                       |                          |                 | carrot tops – making           |                                      |                      |
|               |                       |                          |                 | predictions and recording      | Easter cards, decorations            |                      |
|               |                       | Non-fiction reading      |                 | results. What does a plant     |                                      |                      |
|               |                       |                          |                 | need to grow?                  | Role play – the farm shop            |                      |

| Non-fiction information writing Lists | Properties of materials (waterproof)  | Small world – farm and animals |  |
|---------------------------------------|---------------------------------------|--------------------------------|--|
| Labelling                             |                                       | dillilais                      |  |
| Rhyming                               | Forest School                         |                                |  |
|                                       | Past and present farming methods      |                                |  |
|                                       | Compare life on a farm with your life |                                |  |
|                                       |                                       |                                |  |