



Limmudei Kodesh & Ivrit Long Term Plan			Reception Overview			
	Autumn		Spring		Summer	
Theme	In Early Years we teach through a mixture of long term planned activities and half-termly 'themes' which are chosen to suit the children's interests for each cohort. In addition to these areas below (which forms the basis of the learning); throughout the year teachers will ensure children are provided with varied coverage of learning, planned in an engaging way, considering the learning required to meet the Early Learning Goals. Some of our previous 'themes' have been; Space, Traditional Tales, Toys from the Past, Julia Donaldson, The Jungle.					
Communication and Language	How can I show I am a careful listener?	How can I ask questions to find out more?	How can I speak in clear sentences?	How can I talk about books to show my understanding?	How can I connect one idea to another?	How can I use talk to solve problems?
Personal, Social, Emotional Development	I am unique, valuable and special! I am respectful of others. Oct – World Mental Health Day	I am becoming independent.	I am able to express my own feelings and think carefully about those of others. Feb (5 th -11 th) – Children's Mental Health Week	I know how to be healthy and well.	I know how to be healthy and well.	I am a resilient learner.
Physical Development	Real PE Unit 1 Personal Coordination – Footwork Sports Focus: Dance	Real PE Unit 2 Social Dynamic Balance to Agility – Jumping and Landing Sports Focus: Dance	Real PE Unit 3 Cognitive Dynamic Balance – On a line Sports Focus: Gymnastics	Real PE Unit 4 Creative Coordination – Ball Skills Sports Focus: Ball Games	Real PE Unit 5 Physical Coordination – Sending and Receiving Sports Focus: Team/Partner Games	Real PE Unit 6 Fitness Agility – Ball Chasing Sports Focus: Athletics
Literacy	Phonics – See RWI Plan Every half term a topic will be chosen which has been carefully thought about and chosen by teaching staff to follow children's interest in learning whilst also being varied enough to allow for teaching the whole Early Years curriculum required in Reception. Within these topics there will be a carefully selected book for each week of learning which will allow progression of the children's knowledge week by week.					
Mathematics	Develop a concept of time – days of the week, months of the year, daily routine. Noticing comparisons – size, colour, shape, sounds	To be able to increase and decrease sets of up to 3. To understand the cardinality and composition of the number 4.	To be able to increase and decrease sets of up to 6. To understand the cardinality and composition of the number 7.	To understand the cardinality and composition of the number 9. To be able to increase and decrease sets of up to 9.	To revisit number bonds to 10. To be able to compare quantities up to 10 (including difference). To be able to increase and decrease sets of up to 10.	Automatically recall addition and subtraction facts to 5 (without support aids or rhymes) Revision of composition of numbers to 10



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	<p>Noticing & making patterns – in the environment, musical, with resources</p> <p>Investigating the number 1 – numeral, positional, sorting one way, circles and spheres, 1 day, 1 month, 1 year</p> <p>Continuing investigations of the number 1 and comparing it to 0</p> <p>To understand the cardinality and composition of the number 2.</p>	<p>To be able to increase and decrease sets of up to 4.</p> <p>To understand the cardinality and composition of the number 5.</p> <p>To be able to increase and decrease sets of up to 5.</p> <p>To recall number bonds to 5</p> <p>To understand the cardinality and composition of the number 6.</p>	<p>To be able to increase and decrease sets of up to 7.</p> <p>To understand the cardinality and composition of the number 8.</p> <p>To be able to increase and decrease sets of up to 8</p>	<p>To understand the cardinality and composition of the number 10.</p> <p>To be able to increase and decrease sets of up to 10.</p> <p>To be able to solve practical problems including doubling, halving and sharing.</p> <p>Numbers to 10 consolidation.</p> <p>Number bonds to 10 focus.</p>	<p>To compare length.</p> <p>To compare capacity.</p> <p>To compare weight.</p>	<p>Revise number bonds to 10 including double facts.</p> <p>Revise odd and even numbers and sharing equally.</p> <p>Verbally count beyond 20 recognising the pattern of the counting system.</p> <p>Counting in 2s.</p> <p>Counting in 10s.</p> <p>Counting in 5s.</p>
<p>Understanding the World</p> <p>Past & Present</p>	<p>Share information about our families.</p>	<p>Why do we celebrate Bonfire night? – British History</p>	<p>People in our community – link to visitors</p>		<p>Comparing toys and stories from the past. How have things changed?</p>	<p>Reflecting upon Reception. How have I grown this year?</p>
<p>Understanding the World</p> <p>People, Culture and Communities</p>	<p>What places are special to our community? Link to Shul visit.</p> <p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p>	<p>Remembrance Sunday</p> <p>Nov (12th) – Diwali</p> <p>Nov (17th) – Children In Need</p> <p>Jewish celebration of Chanukah</p> <p>Christian celebration of Christmas</p>	<p>Feb (10th) Chinese New Year</p> <p>Tu B'Shvat</p>	<p>Jewish celebration of Purim</p> <p>Christian celebration of Easter</p>	<p>Ramadan & Eid Al Fitr</p> <p>Jewish celebration of Pesach</p> <p>Yom Ha'atzmaut</p> <p>Shavuot</p>	<p>Who are the people that help us in our community? – link to visitors</p>



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Understanding the World The Natural World	Apple picking in school – Rosh Hashanah Explore Autumn through Forest School What is happening to the trees and plants? (Autumn) Harvest	What do we notice about the daylight? Weather comparison around the world.	Explore Winter through Forest School What is happening to the trees and plants? (Winter)	Explore Spring through Forest School What do we notice about the daylight? What is happening to the trees and plants? (Spring)	Life-cycles of caterpillars, frogs & chicks. How do plants grow? - Planting sunflower seeds.	Explore Summer through Forest School What do we notice about the daylight?
Expressive Arts & Design	Weekly planning will be linked to the topic and story focus providing the children with a mixture of child led and adult led activities to develop Expressive Arts and Design. Throughout the year children will be provided with the opportunity to explore different art materials (such as paint, clay, collage), express themselves through song and musical instruments, bake and prepare a variety of foods, and develop their confidence through drama and role play.					
Ivrit	Alef to Vav + Kamatz & Patach (ah) Songs review+ Etse li hashukka	Zayin to Mem Letters on Dreidel Ba-Chanukya song	Nun to Pe + Segol (eh) Art project on fruits	Tsadi to Resh + Cholam chaser (oh) Body part collage project	Shin to Tav + Chirik (ee) Birthday theme	All letters + Kubutz (oo) Make a diary
Tefillah	Morning Brachot (first 4) & Ma Tovv	Shema (up to the first paragraph)	Birkat Hamazon (1st Paragraph)	Ma Nishtana	Morning Brachot (second 4)	Hallel
Jewish Calendar	Rosh Hashanah	Chanukah	Tu B'Shvat	Purim Pesach	Omer Yom Ha'atzmaut Shavuot	Rosh Chodesh
Jewish way of life	Yom Kippur	Shabbat & Havdallah	Kashrut & Brachot	-	The Jewish Homeland; Israel	Mezuzah
Parasha	Follow the JCP Parshah scheme					



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Experiences	Eating apple & honey Blowing a shofar Building & Sitting in a Sukkah	Challah Baking Eating doughnuts	Making fruit Kebabs Garden Party	Listen to the Megilah Take part in a mock Seder	Imaginary trip to Israel Israeli dancing	Mezuzah Hunt Sofer comes to visit
Presentation	Brodetsky Early Years take over a Shul (BHH)	-	-	Haggadah Presentation	-	-

Brodetsky Primary School
Reception

