

Reception Long Term Plan 2017-18

		Autumn		Spring		Summer	
		1 (7 weeks)	2 (7 weeks)	1 (5 weeks)	2 (6 weeks)	1 (6 weeks)	2 (7 weeks)
<b>Themes</b>		New Beginnings (4 weeks) Ourselves (3 weeks)	People Who Help Us (3 weeks) Festivals: Diwali, Eid Christmas (4 weeks)	Space (3 weeks) The Play Topic (2 weeks)	The play topic (4 weeks) Dinosaurs (2 weeks)	Mini beasts (3 weeks) Water and environment (3 weeks)	Traditional Tales (3 weeks) Pirates/Children's choice (4 weeks)
<b>Visits/Visitors</b>				Queens 90th	Aliens love underpants day		
<b>Role Play Area</b>		Kitchen, Vets, shops	Train station, hair dressers, doctors, bus, school	Dark den, dinosaur dig, museum Beach, weather station, under the sea	NASA station, Rocket, dressing like an alien, palace	Self-choice	Little bears cottage, pirate ship, self-choice
<b>SEAL themes</b>		New Beginnings	Getting on & Falling Out	Going for Goals	Good to be me	Relationships	Changes
<b>PSED</b>	<b>Making Relationships</b>	<ul style="list-style-type: none"> <li>Aware of boundaries and behaviour expectations Adapt behaviour to different situations and changes to routines</li> <li>To recognise own feelings</li> </ul>	<ul style="list-style-type: none"> <li>Turn taking and sharing strategies</li> <li>To understand and follow rules</li> </ul>	<ul style="list-style-type: none"> <li>Tolerate delay</li> <li>To learn to control feelings by stopping and thinking</li> </ul>	<ul style="list-style-type: none"> <li>To recognise other's feelings</li> <li>Know that feelings affect others and understand consequences</li> <li>To talk about other's feelings</li> </ul>	<ul style="list-style-type: none"> <li>To work as part of a group</li> <li>To adjust their behaviour to different situations and change of routines in their stride</li> </ul>	
	<b>Self-confidence &amp; self-awareness</b>	Can select and use activities and resources with help Welcomes and values praise for what they have done	Enjoy responsibilities for carrying out small tasks More outgoing to unfamiliar people and more confident in new situations Confidence to talk to other children when playing	Will communicate freely about home life and community Confident to talk to others about their own needs, wants, interests and opinions	Describe self in positive terms and talk about their own abilities Can say when they do or don't need help	Say when they like a particular activity better than others Encourage conflict resolutions through role play and discussions To select resources for activities they want to do	
	<b>Managing Feelings &amp; Behaviour</b>	Can play alongside another child Can play with a group of children Keep play going by responding to what others say or do	Initiates play and conversation Shows friendly behaviour and begins to form friendships	Attends to and takes account of what others say Explains own knowledge and understanding Asks questions of others	Plays cooperatively Takes account of other's ideas when organising activities Develop friendships	Shows sensitivity to other's needs and feelings Take steps to resolve conflicts with others (compromise)	

	Listening & Attention	<ul style="list-style-type: none"> <li>Listen to others 1:1 when conversation interests them.</li> <li>Focus attention on carpet.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories.</li> <li>Follow simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention &amp; concentrate</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention &amp; concentrate</li> </ul>	<ul style="list-style-type: none"> <li>Recalls beginning, middle and end of story</li> <li>2-channelled attention</li> </ul>	<ul style="list-style-type: none"> <li>Recalls discussion, stories etc and relevant comments, questions or actions.</li> <li>2 channelled attention</li> </ul>
	Understanding	<ul style="list-style-type: none"> <li>Becoming familiar with 1 step instructions</li> </ul>	<ul style="list-style-type: none"> <li>Follow simple instructions.</li> <li>Respond to what, where, who questions</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand positional language.</li> <li>Begin to understand 'how' and 'why' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to 2-step instructions with positional language.</li> <li>Respond to 'how' &amp; 'why'.</li> </ul>	<ul style="list-style-type: none"> <li>Understands humour</li> <li>Listens and responds to ideas expressed by others</li> <li>Follows stories with prompts</li> </ul>	<ul style="list-style-type: none"> <li>Respond to 'how' &amp; 'why' questions about their experience or stories.</li> <li>Follow complex instruction.</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Use vocab focused on people and objects.</li> <li>In simple sentences.</li> <li>Ask simple questions (what, where, who)</li> <li>Connect ideas in talk.</li> <li>Speak with intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use 'and' &amp; 'because' to link ideas.</li> <li>Re-tell past events in order</li> <li>Explain what is happening &amp; what might happen next.</li> <li>Ask questions &amp; give explanations.</li> <li>Pretend objects stand for something else</li> <li>Use a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>Extend vocab by grouping, naming, exploring meaning &amp; sounds</li> <li>Links statements and sticks to a main theme</li> </ul>	<ul style="list-style-type: none"> <li>Organise, sequence and clarify thinking</li> <li>Introduce narrative into play</li> </ul>	<ul style="list-style-type: none"> <li>Talking to others, giving most information that the listener needs.</li> <li>Using correct past, present and future tenses in their conversation with others</li> <li>Narratives or explanations are connecting ideas or events.</li> </ul>	
Reading	<p>Look at books independently, turning pages and handling well. Listens to stories, joining in with repeated phrases. Show interest in print in the environment. Recognises their own name. Knows information can be relayed in the form of print.</p>	<p>Shows awareness of rhythm. Beginning to recall the story, describing the setting, events and main character. Print in English is read left to right. Linking sounds to letters. Hearing and saying initial sounds in words.</p>	<p>Begins to segment and blend CVC, CVCC,CCVC words.</p>	<p>Vocabulary is influenced by experiences of books. Enjoys an increasing range of books. Use story maps to develop story language</p>	<p>Read simple sentences Use Phonic knowledge to decode words and read aloud. Read tricky words. Knows that information can be retrieved from books and computers.</p>	<p>Understand and talk to others about what they have read.</p>	

	Writing	<ul style="list-style-type: none"> <li>Mark making</li> <li>Describing what they have drawn/written</li> <li>Name writing</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 2</li> <li>Linking sounds to letters</li> <li>Hearing and saying initial sounds in words</li> <li>Blending 2 letter words</li> <li>Name writing</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 3</li> <li>Blending CVC, CVCC, CCVC words</li> <li>Writing labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>Phonics phase 4 tricky words</li> <li>Continue a rhyming string</li> <li>Writing a simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with punctuation</li> <li>To spell words with phonetic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Writing several sentences to retell a simple story.</li> <li>Use story maps to assist with sentence writing</li> </ul>
Maths	Number	<p>Recites and reads numbers 1-5</p> <p>Uses number names correctly in play</p> <p>1:1 correspondence to 5</p> <p>Identify when totals of objects are the same</p>	<p>Read and write numbers 1-14</p> <p>1:1 correspondence to 14</p>	<p>Read and write numbers 15-20</p> <p>Counting fixed objects to 10</p> <p>Counting up to 6 objects from a larger group</p> <p>Adding up to 10 with pictures and number sentences</p> <p>Understand + symbol and language</p>	<p>Adding up to 10</p> <p>Taking away from up to 10</p> <p>Begin to use a number line for addition and subtraction</p>	<p>1 more, 1 less</p> <p>Using a number line</p> <p>Estimating and checking</p> <p>Recording findings (when estimating)</p> <p>Doubling and halving</p>	Revising ELGs
	Shape, Space and Measure	<p>Name common 2D shapes</p> <p>Recognises similar shapes in the environment</p> <p>Making pictures with 2D shapes</p> <p>Introduce language for length and height (shorter, longer, taller)</p>	<p>Name common 2D shapes and make repeating patterns</p> <p>Positional language: on top, under, next to, between</p> <p>Compare heavier and lighter using scales and order according to weight</p>	<p>Naming 3D shapes</p> <p>Properties of 3D shapes</p> <p>Solving problems with length</p> <p>Time</p> <p>Use positional language</p>	<p>Using everyday language related to time</p> <p>Order familiar time events</p> <p>Capacity.</p> <p>Introduce non-standard measures for length.</p> <p>Ordering objects by length, using language shorter, longer, medium length</p>	<p>Read o'clock and half past</p> <p>Understand features of a clock</p> <p>Name coins</p> <p>Use everyday language related to money</p> <p>Adds money</p>	<p>Creating and describing patterns.</p> <p>To describe the shapes.</p> <p>Solving problems relate to weight, size, capacity, money.</p>
Understanding The	People & Communities	<p>Talk about own family – home life, special events, festivals</p> <p>Talk about past life – an event that happened on weekend or in the week</p> <p>Learn about different occupations (people who help us)</p>		<p>Talk about own family – How they are different or similar to their peers</p> <p>Talk about past life – events that happened on their holidays or special events</p> <p>Talk about future events – Holidays, weekend, school events.</p>		<p>Talk about how differences and similarities between people in our communities.</p> <p>Accepting of differences.</p>	

<p><b>The World</b></p>	<p>Talk about and ask questions about our environment. Talk and ask questions about the natural world. (animals project) Look and describe plants, animals and objects, share their own knowledge, and what they have learnt about these areas.</p>		<p>Talk about why things happen and how they work Show care and concern for living things and environment</p>	<p>Developing an understanding of growth, decay and changes over time Knowledge where we will find objects, materials, and living things.</p>		
<p><b>Technology</b></p>	<ul style="list-style-type: none"> <li>Learns to operate simple equipment.</li> <li>Shows interest in technological toys.</li> </ul>	<ul style="list-style-type: none"> <li>Naming parts of a computer.</li> <li>Developing mouse control</li> </ul>	<ul style="list-style-type: none"> <li>Log on and log off</li> </ul>	<ul style="list-style-type: none"> <li>How to select, complete and close a program.</li> <li>To select a program for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Using a keyboard (back space, space bar and typing words)</li> <li>Sources of information (incl. computers)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use a search engine to find information.</li> <li>Explore different technology at home and at school.</li> <li>Making toys work.</li> </ul>
<p><b>Moving &amp; Handling Gross Motor/PE Lessons</b></p>	<ul style="list-style-type: none"> <li>Walk downstairs carrying an objects</li> </ul>	<ul style="list-style-type: none"> <li>Runs skilfully, negotiating space, adjusting speed &amp; direction.</li> </ul>	<ul style="list-style-type: none"> <li>Mount steps with alternate feet</li> <li>Can stand momentarily on one foot (balance)</li> </ul>	<ul style="list-style-type: none"> <li>Runs skilfully, negotiating/avoiding obstacles</li> <li>Catch a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>Move in a range of ways negotiating space</li> <li>Shows good control in large movements</li> </ul>	
<p><b>Moving &amp; Handling Fine Motor</b></p>	<ul style="list-style-type: none"> <li>• Name writing</li> </ul>		<ul style="list-style-type: none"> <li>Greater control with scissors, using clockwise movements.</li> <li>Holds pencil near the point.</li> <li>Begin to use small construction</li> </ul>	<ul style="list-style-type: none"> <li>Uses pencil with good control</li> <li>Handles tools safely and with control</li> </ul>	<ul style="list-style-type: none"> <li>• Forms most letters correctly.</li> <li>Uses a pencil effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Shows good control in small movements.</li> <li>Handles tools and equipment effectively.</li> </ul>
<p><b>Health &amp; Self-care</b></p>	<ul style="list-style-type: none"> <li>Begin to use toilet independently</li> <li>Practice washing and drying hands</li> <li>Begin to dress themselves with support.</li> </ul>	<ul style="list-style-type: none"> <li>Observes effects of activity on their bodies.</li> <li>Understands need for safety when tackling new challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Understands importance of a healthy diet, exercise, sleep and hygiene.</li> <li>Eats a varied diet and understands why this is important.</li> <li>Begins to dress independently</li> </ul>	<ul style="list-style-type: none"> <li>Stores equipment safely</li> <li>Understands the importance of using equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Practices keeping safe without adult direction.</li> <li>Handles and stores tools and equipment safely.</li> <li>Dress self independently.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about ways to keep our bodies healthy.</li> <li>Can say how a healthy diet, sleep, hygiene and exercise helps our bodies stay healthy.</li> </ul>

	<p>Exploring &amp; using media &amp; materials</p>	<p>Music: Join in with dance and ring games.          Moves rhythmically.          Tap out simple repeated rhythms.          Make up own rhythms          Sing familiar songs          C&amp;S: uses various construction materials.          Begins to construct, stack blocks vertically and horizontally.          Join pieces to build and balance.          T&amp;T: realize tools can be used for a purpose</p>	<p>Music: Imitates movement in response to music.          Sings to self.          Explores and learns how sounds can be changed</p> <p>D&amp;T: Exploring colour and how colour could be changed.          Explore what happens when they mix colour.          Use drawn shapes to represent objects.          C&amp;S: to build with a purpose in mind using various resources.          T&amp;T: use tools and techniques competently.</p>	<p>C&amp;S: Manipulate materials to achieve a planned effect.          Begin to be interested and describe textures of things.</p>	<p>D&amp;P: experiment to create textures.          C&amp;S: Manipulate materials to achieve a planned effect.          T&amp;T: Select resources and tools needed to join materials they are working on.          Safely using, transporting and storing tools with a variety of materials and techniques.</p>	<p>Children sing songs, dance and experiment with ways of changing them          D&amp;P: understand that different media can be combined to create new effects.          Captive experience and response with a range of media.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EAD</p>	<p>Being Imaginative</p>	<p>RP&amp;IP: Notice and imitate what they observe adult's doing.</p>	<p>Music: Begins to build up a repertoire of songs and dances.          Explores how different instruments sound.          RP&amp;IP: Uses resources to create props to support their play.</p>	<p>Creates movement in response to music.          Uses movement to express feelings.          D&amp;P: create simple representations of events, people and objects.</p> <p>RP&amp;IP: Play alongside others who are engaged in the same play</p>	<p>Makes up new simple song using know tune.          Imitates new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences.          RP&amp;IP: introduces a story line or narrative in their play.</p>	<p>Imitates new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences.          RP&amp;IP: Plays co-operatively as part of a group to develop and act out a narrative.          ELG: To use new knowledge in original ways to think of creations for use and purpose.          To represent their own ideas, thoughts and feelings through design and technology in art, music, dance, role play and stories.</p>