



## Reception Long term plan 2016-1017



\*Children's interests and other opportunities will be incorporated as they arise each half term\*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>  (+Children's interests)	<i>Settling in Ourselves</i>  Baseline	<i>Light and dark Celebrations</i> <i>Theatre trip at Christmas.</i>	<i>Animals/Artic</i>	<i>Spring and Growth</i>	<i>Fairytales</i>	<i>Space Superheroes</i> <i>Children's interests</i>  EYFSP
<b>Personal, Social and Emotional development</b>	Settling in - staggered starts. Rules and routines  Circle time Second steps Unit 1: Empathy training. Making relationships Self confidence & awareness Managing feelings and behaviour. 30-50m	Circle time Second steps Unit 1: Empathy training. Making relationships Self confidence & awareness Managing feelings and behaviour. 30-50m	Circle time Second steps Unit 2: Emotion management. Making relationships Self confidence & awareness Managing feelings and behaviour. 40-60m	Circle time Second steps Unit 2: Emotion management. Making relationships Self confidence & awareness Managing feelings and behaviour. 40-60m	Circle time Second steps Unit 3: Problem solving. Making relationships Self confidence & awareness Managing feelings and behaviour. ELG	Transition to Y1 Nursery Transition to reception  Circle time Second steps Unit 3: Problem solving. Making relationships Self confidence & awareness Managing feelings and behaviour. ELG
<b>Physical Development</b>	Real PE Unit 1 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care 30-50m	Real PE Unit 2 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care 30-50m	Real PE Unit 3 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care 40-60m	Real PE Unit 4 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care 40-60m	Real PE Unit 5 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care ELG	Real PE Unit 6 Outdoor play - large motor skills. Penpals/Dough disco/indoor areas of provision - fine motor skills. Moving & Handling Health & Self-Care ELG

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	Blast intervention EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening 30-50m Understanding. 30-50m	Blast intervention EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening 30-50m Understanding. 30-50m	Blast intervention EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening 40-60m Understanding. 40-60m	Blast intervention EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening 40-60m Understanding. 40-60m	EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening ELG Understanding. ELG	EAL pre teach vocab Show and tell - questioning, recount. Speaking and listening ELG Understanding. ELG
<b>Literacy</b>	Phonics phase 1& 2  Reading: Enjoy rhyme & rhythmic activities, Join in with repeated refrains in rhyme & stories. Link sounds to letters 30-50m  Writing: Give meanings to marks. Ascribe meanings to marks they see. Name attempt.  30-50m	Phonics phase2  Reading: Rec rhyme & alliteration. Recall stories, describe settings, events & characters, endings. Link sounds to letters. 30-50m  Writing: Give meanings to marks. Ascribe meanings to marks they see. Write name Attempt labels 30-50m	Phonics phase2 & 3  Reading: Continue rhyming string. Hear and say initial and final sound in words. Link sounds to letters. (& names) Segment and blend words to read. 40-60m  Writing: Uses identifiable letters to communicate meaning in sequence. Writes own name, labels and captions. Attempt sentence. 40-60m	Phonics phase2 & 3  Reading: Continue rhyming st. Link sounds to letters. (& names) Segment and blend to read words and simple sentences. Use vocab and speech influenced by books. 40-60m  Writing: Writes short sentences in meaningful contexts. 40-60m	Phonics phase 3 & 4  Reading: Read simple sentences. Decode regular words and read irregular words. Talk about what they have read. ELG  Writing Write words in ways which match spoken sounds. Write irregular words. Write simple sentences. ELG	Phonics phase 3 & 4  Reading: Read simple sentences. Decode regular words and read irregular words. Talk about what they have read. ELG  Writing Write words in ways which match spoken sounds. Write irregular words. Write simple sentences - spelt correctly/phonetically plausible. ELG

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<b>Mathematics</b>	<p><u>Number 30-50m</u> Use number names in play Recite numbers to 10 Represent numbers Show an interest in numbers and problems. Recognise numbers to 5.</p> <p><u>SSM 30-50m</u> Show an interest in shape in play and in environment. Use positional language. Use shapes appropriately for tasks Talk about the shapes of objects - round and tall.</p>	<p><u>Number 30-50m</u> Sometimes match number and quantity. Compare 2 groups, saying when they have the same number. Separate objects in different ways recognising the total is still the same. Count up to 3 or 4 objects saying one number name for each item. Count out 6 objects from a larger group. Select numeral to represent 1-10 objects. Use language of more and fewer.</p> <p><u>SSM 30-50m</u> Begin to use mathematical names and terms to describe 2D shapes. Order items by weight.</p>	<p><u>Number 40-60m</u> Counts objects to 10 that can't be moved. Begin to count beyond 10. Count irregular arrangement Estimate. Find the total of 2 groups. Say the number that is 1 more. Find one more or one less than a given number.</p> <p><u>SSM 40-60m</u> Begin to use mathematical names and terms to describe 3D shapes. Describe relative position. Order items by length, height. Order and sequence familiar events.</p>	<p><u>Number 40-60m</u> Find 1 more or 1 less from a group of 5 then 10 objects. Use vocab of adding and subtracting. Record using marks. Identify problems based on own interests. Doubling, halving, sharing.</p> <p><u>SSM 40-60m</u> Order items by capacity. Use objects and shapes to create patterns and build models. Use language related to time. Organise periods of time in simple ways. Use language related to money. Describe 2D &amp; 3D shapes.</p>	<p><u>Number ELG</u> Count reliably numbers from 1-20 &amp; place in order. Say 1 more/1 less than given number. Add and Subtract two single digit numbers. Solve problems including doubling halving and sharing. Count in 2s, 5s, 10s. Numbers that make 10.</p> <p><u>SSM ELG</u> Use language to talk about size, weight, capacity, position, distance, time and money to compare and solve problems. Create and describe patterns. Explore characteristics of everyday objects and shapes using mathematical language to describe them.</p>	<p><u>Number ELG</u> Count reliably numbers from 1-20 &amp; place in order. Say 1 more/1 less than given number. Add and Subtract two single digit numbers. Solve problems including doubling halving and sharing. Count in 2s, 5s, 10s. Numbers that make 10.</p> <p><u>SSM ELG</u> Use language to talk about size, weight, capacity, position, distance, time and money to compare and solve problems. Create and describe patterns. Explore characteristics of everyday objects and shapes using mathematical language to describe them.</p>

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<b>Understanding the World</b>	<p><b>RE:</b> Where we live and who lives there? Celebrations - Harvest, Eid, Diwali Jewish new year.</p> <p>People and communities 30-50m The World 30-50m Technology 30-50m</p>	<p><b>RE:</b> How do Christians celebrate Christmas?</p> <p>People and communities 30-50m The World 30-50m Technology 30-50m</p>	<p><b>RE:</b> Who and what are special to us? Celebrations - Chinese new year</p> <p>People and communities 40-60m The World 40-60m Technology 40-60m</p>	<p><b>RE:</b> What can we see in our wonderful world? Celebrations -Easter</p> <p>People and communities 40-60m The World 40-60m Technology 40-60m</p>	<p><b>RE:</b> What makes a good helper?</p> <p>People and communities ELG The World ELG Technology ELG</p>	<p>International wk in reception. Rainbow day</p> <p>People and communities ELG The World ELG Technology ELG</p>
<b>Expressive arts and design</b>	<p>Exploring and using media and materials 30-50m Being Imaginative 30-50m</p>	<p>Exploring and using media and materials 30-50m Being Imaginative 30-50m</p>	<p>Exploring and using media and materials 40-60m Being Imaginative 40-60m</p>	<p>Exploring and using media and materials 40-60m Being Imaginative 40-60m</p>	<p>Exploring and using media and materials ELG Being Imaginative ELG</p>	<p>Exploring and using media and materials ELG Being Imaginative ELG</p>
<b>Characteristics of effective learning</b>	<p>Playing and Exploring -Engagement. (Finding out and exploring. Playing with what they know. Be willing to have a go)</p>	<p>Active learning - Motivation. (Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.)</p>	<p>Creating and thinking critically - Thinking. (Having own ideas, making links, Choosing ways to do things.)</p>	<p>Playing and exploring Active learning Creating and thinking critically.</p>	<p>Playing and exploring Active learning Creating and thinking critically.</p>	<p>Playing and exploring Active learning Creating and thinking critically.</p>

## **British Values in Reception**

Ongoing throughout the year, covered by EYFS curriculum: PSED , UTW, RE. (People and communities, the world, managing feelings and behaviour, making relationships, self-confidence and self-awareness.)

### **Democracy - making decisions together.**

- Children vote by a show of hands for stories, activities and decisions to be made in reception.
- Encourage children to know their views count, value each other's views and feelings and talk about when they do or do not need help.
- Provide activities that involve turn taking, sharing and collaboration.
- Give children the opportunity to develop enquiring minds in an atmosphere where questions are valued.

### **Mutual respect and tolerance - treat others as you want to be treated.**

- Children will talk about similarities and differences between themselves and others and celebrate faiths, traditions, practices and experiences (UTW/RE and PSED sessions)
- Children will learn the importance of sharing and respecting each other's opinions.
- Children will have the opportunity to meet with the wider community to create an ethos of tolerance where views, faiths, cultures and races are valued. (Stay and play, visitors, food week, Celebrations- Eid, Christmas, Chinese and Jewish new year)
- Stereotypes around gender, culture and race will be challenged through stories, discussions and experiences.

### **Individual liberty - freedom for all**

- Children will develop confidence and a positive sense of themselves through opportunities to take risks, talk about their experiences and develop their knowledge.
- Children will be given a range of experiences to explore the language of feelings and responsibility and know they are free to have their own opinions.
- Children are valued for learning in their own individual ways and their own interests promoted.

### **Rule of law - understanding rules matter**

- Children will be taught to distinguish right from wrong and understand behaviour has consequences. (School behaviour system, golden time)
- Children will learn the rules apply to everyone and have a part in discussing the school and class rules.

