

Reception Long Term Plan 2018-19

Term Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SEAL	New Beginnings	Getting on and Falling Out	Good to be me	Going for goals	Relationships	Changes
PSED	<p>Initiate conversations, attend to and take account of what others say</p> <p>Confidently speak to others about own needs and wants</p> <p>Understand that their actions affect other people</p>	<p>Explain own knowledge and understanding, and ask appropriate questions of others</p> <p>Confidently speak to others about own needs, wants, interests and opinions</p> <p>Aware of boundaries set and of behavioural expectations in Reception</p>	<p>Take steps to resolve conflicts with other children</p> <p>Describe self in positive terms and talk about abilities</p> <p>Be able to negotiate and solve problems without aggression</p>	<p>Play co-operatively, taking turns with others</p> <p>Confidently try new activities and say why they like some more than others</p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour and know some behaviour is unacceptable</p>	<p>Take account of one another's ideas about how to organise an activity</p> <p>Confidently speak in a familiar group and will talk about their ideas</p> <p>Work and part of a class and understand and follow the rules</p>	<p>Show sensitivity to others' need and feelings and form positive relationships with adults and children</p> <p>Choose resources for their activities and say when they do or don't need help</p> <p>Adjust their behaviour to different situations and take changes of routine in their stride</p>
Physical Development	<p>Experiment with different ways of moving</p> <p>Jump off an object and land appropriately</p> <p>Show a preference for a dominant hand</p> <p>Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks</p>	<p>Negotiate space by adjusting speed and changing direction</p> <p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks</p>	<p>Travel with confidence and skill around, under, over and through balancing</p> <p>Begin to form recognisable letters</p> <p>Shows an understanding of how to transport and store equipment safely</p>	<p>Travel with confidence and skill around, under, over and through balancing</p> <p>Begin to form recognisable letters</p> <p>Practices some appropriate safety measures without direct supervision</p>	<p>Show increasing control over an object in pushing, patting, throwing, catching or kicking</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Manage own basic hygiene and personal needs including dressing and going to the toilet.</p>	<p>Show good control and co-ordination in large and small movements. Move confidently in a range of ways. Handle equipment effectively including pencils for writing.</p> <p>Know the importance for good health of physical exercise, and a healthy diet. Talk about ways to keep healthy.</p>
Communication and Language	<p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Respond to instructions involving a two part sequence. Understand humour</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Able to follow a story without pictures or props</p>	<p>Two channelled attention – Can listen and do for a short span</p> <p>Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Two channelled attention – Can listen and do for a short span</p> <p>Listen and respond to ideas expressed by others in conversation or discussion</p>	<p>Give attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Answer how and why questions about their experiences and in response to stories</p>	<p>Listens attentively in a range of situations. Listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>Children follow instructions involving several key ideas or actions.</p>
Literacy	<p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p> <p>Gives meaning to marks they make as they draw, write and paint</p> <p>Write own name and other things such as labels, captions</p>	<p>Segment the sounds in simple words and blend them together and know which letter represents them.</p> <p>Begin to break the flow of speech into words</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p>Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Read some common irregular words</p> <p>Know that information can be retrieved from books and computers</p> <p>Begin to read simple sentences</p> <p>Write some irregular words</p> <p>Attempt to write short sentences in meaningful contexts.</p>	<p>Read and understand simple sentences. Use phonic knowledge to decode regular words and read aloud accurately. Demonstrate understanding when talking with others about what they have read</p> <p>Use phonics to write words which match their spoken sounds. Write simple sentences which can be read by themselves and others</p>

Maths	<p>Counts up to 3/4 objects by saying one number for each item</p> <p>Count objects that can't be moved</p> <p>Use language related to time Begin to use mathematical names to describe shapes</p>	<p>Count objects to 10</p> <p>Count out up to 6objects from a larger group</p> <p>Use more and fewer to compare groups</p> <p>Describe relative positions such as behind, or next to</p>	<p>Select the correct numeral to represent 1 - 10</p> <p>Say the number that is one more than a given number</p> <p>Estimate how many objects and check by counting</p> <p>Orders 2/3 items by length/height/weight/capacity</p>	<p>Finds one more and one less from a group of up to 5 objects</p> <p>Counts an irregular arrangement of 10 objects</p> <p>Measure short periods of time. Order and sequence familiar events. Use familiar objects and patterns to create and recreate patterns</p>	<p>In practical activities begin to use the vocabulary involved in adding and subtracting</p> <p>Find the total of 2 groups by counting them all</p> <p>Compare quantities. Recognise and create patterns</p> <p>Use mathematical language to describe shapes</p>	<p>Count reliably with numbers from 1 -20, place them in order and say which number is 1 more and 1 less than a given number.</p> <p>Using quantities and objects, add and subtract two single digit numbers and count on and back to find the answer</p> <p>Solve problems including doubling, halving and sharing</p> <p>Use everyday language to talk about size, weight, capacity, position, distance, time and money</p>
Understanding the World	<p>Knows some of the things that make them unique and can talk about some similarities in relation to friends or family.</p> <p>Complete a simple program on the computer</p>	<p>Knows some of the things that make them unique and can talk about some similarities in relation to friends or family.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about the changes</p> <p>Complete a simple program on the computer</p>	<p>Know similarities and differences between themselves and others, and among families communities and traditions</p> <p>Make observations of animals and plants and explain why some things occur, and talk about the changes</p> <p>Use ICT hardware to interact with age appropriate software</p>	<p>Know similarities and differences between themselves and others, and among families communities and traditions.</p> <p>Talk about the features of their own environment and how environments vary from one another</p> <p>Use ICT hardware to interact with age appropriate software</p>	<p>Talk about past and present events in their own lives and the lives of family members.</p> <p>They know other children don't like the same thing and are sensitive to this</p> <p>Talk about the features of their own environment and how environments vary from one another</p> <p>Select and use technology for a particular purpose and recognise the use of technology in school and home</p>	<p>Talk about past and present events in their own lives and the lives of family members. They know other children don't like the same thing and are sensitive to this</p> <p>Know about similarities and differences in relation to place, objects, materials and living things.</p> <p>Select and use technology for a particular purpose and recognise the use of technology in school and home</p>
Expressive Arts and Design	<p>Understands that different media can be combined to create new effects. Builds up a repertoire of songs and dances.</p> <p>Create simple representations of events, people and objects</p>	<p>Manipulate materials to achieve a planned effect.</p> <p>Explores colour mixing.</p> <p>Initiate combinations of movement and gesture to express and respond to feelings, ideas and experiences.</p>	<p>Construct with a purpose in mind.</p> <p>Introduce a storyline into their play and play alongside other children on the same theme</p>	<p>Select appropriate resources and adapt work where necessary. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Select tools and techniques needed to shape, assemble and join materials.</p> <p>Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p>	<p>Sing songs, make music, dance and experiment with ways of changing them. Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use what has been learned about media and materials in original ways, thinking about uses and purpose</p>
Possible Events		Christmas concert to parents	Trip to Discover	Group trips	Group trips	Class trip