

Reception Long Term Plan 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<ul style="list-style-type: none"> Why do you love me so much? (People who help us) Why do leaves go crispy? 		<ul style="list-style-type: none"> Which was the biggest dinosaur? Why do ladybirds have spots? (Mini Beasts) 		<ul style="list-style-type: none"> Do cows drink milk? (Farm) Will you read me a story? 	
Seasonal	Starting School Autumn Diwali	Guy Fawkes Christmas	Winter Halloween Shrove Tuesday Chinese New Year	Easter Spring	Summer	Health and Fitness Transition
Personal, Social and Emotional development Underpins the fundamental British values -Democracy -Rule of Law -Individual Liberty -Mutual respect and tolerance	Making Relationships					
	Demonstrates friendly behaviour, initiating conversations with peers and familiar adults		Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding. Asks appropriate questions of others. Takes steps to resolve conflicts with other children by finding a compromise.		Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise an activity. They show sensitivity to others' needs and feelings. They form positive relationships with adults and other children.	
	Self-Confidence and Self-Awareness					
	Confident to talk to other children when playing. Will communicate freely about home and community.		Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Confident to try new activities, and say why they like some activities more than others.		Confident to speak in a familiar group, will talk about their ideas and choose the resources that they need. They say when they do or don't need help.	
Managing Feelings and Behaviour						

	Can take turns and share resources with the support of others. Becoming aware of the boundaries set and of behavioural expectations in the setting.	Beginning to be able to negotiate and solve problems without aggression. Children talk about how they and others show feelings. Children talk about their own and others, behaviour, and its consequences and know that some behaviour is unacceptable.	Children work as part of a group or class, and understand and follow the rules. Children adjust their behaviour to different situations, and take changes of routine in their stride.
Communication and Language	Listening and Attention		
	Listens to others one to one or in small groups Joins in with repeated refrains and anticipates key events in rhymes and stories Able to follow simple instructions	Maintains attention, sits quietly and concentrates during appropriate activity Accurately anticipate key events in stories	Children respond to what they hear with relevant comments, questions or actions They give their attention to what others say and respond appropriately
	Understanding		
	Responds to simple instructions including use of prepositions such as 'under', 'on top', 'behind'... Beginning to understand 'how' and 'why' questions	Responds to instructions involving a two-part sequence Able to follow a story without pictures or props Listens and responds to the ideas of others	Children follow instructions involving several ideas or actions They answer 'how' and 'why' questions about their experiences They answer 'how' and 'why' questions in response to stories or events
Speaking			
Extends vocabulary, especially by grouping and naming Uses language to imagine and recreate roles and experiences in play situations	Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play	Children express themselves effectively showing awareness of listeners needs They use past, present and future forms accurately They develop their own narrative and explanations by connecting ideas or events	
Physical	Moving and Handling		

Development	<p>Experiments with different ways of moving and negotiates space successfully</p> <p>Increasing control over large balls and other objects</p> <p>Uses simple tools safely and effectively</p> <p>Can copy some letters</p> <p>Begins to form recognisable letters</p>	<p>Uses balancing and climbing equipment safely and with confidence</p> <p>Increasing control in large scale movement</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control</p> <p>Uses a pencil and holds correctly to form recognisable letters, most of which are correctly formed</p>	<p>Children show good control in large and small scale movements</p> <p>They move confidently and safely in a range of ways</p> <p>They handle equipment and tools effectively, including pencils for writing</p>
	Health and Self-Care		
	<p>Understands how to transport and store equipment safely</p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food</p> <p>Shows understanding of the need for safety when tackling new challenges</p>	<p>Shows some understanding that good practice with regard to exercise, eating, sleeping and hygiene can contribute to good health</p> <p>Shows some understanding of ways to keep healthy and safe</p>	<p>Children know the importance for good health of physical exercise and a healthy diet</p> <p>They can talk about ways to keep healthy and safe</p> <p>Can manage their own basic hygiene and personal needs independently</p>
Literacy	Reading		
	<p>Continues a rhyming string</p> <p>Hears and says the initial sound in words</p> <p>Recognises familiar words eg own name and advertising logos</p> <p>Recognises some letters</p> <p>Enjoys an increasing range of books</p>	<p>Can segment sounds in simple words and blend them together</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Begins to read words and simple sentences</p> <p>Knows that information can be retrieved from books and computers</p>	<p>Children read and understand simple sentences</p> <p>They use phonic knowledge to decode regular words</p> <p>They read some common irregular words</p> <p>They understand what they have read</p>
	Writing		
	<p>Gives meaning to marks as they draw, write or paint</p>	<p>Writes own name and other things such as labels, captions</p>	<p>Children use phonic knowledge to write words in ways which match their spoken</p>

	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Attempts to write short sentences in meaningful contexts	sounds They write some common irregular words They write simple sentences which can be read by themselves and others They spell some words correctly and others are phonetically plausible
Mathematics	Numbers		
	<p>Recognises numerals 1-9</p> <p>Counts out up to 6 objects from a larger group</p> <p>Counts up to 10 objects using 1-1 correspondence</p> <p>Matches numerals to number of objects, up to 10</p> <p>Uses 'more, fewer and less' to compare two sets of objects</p> <p>Finds 1 more or 1 less from a group of up to 5 objects</p> <p>Says the number that is 1 more than a given number up to 10</p> <p>Finds the total number of objects in two groups by counting all of them</p> <p>Take away from 10 and find how many objects are left by counting</p>	<p>Counts an irregular arrangement of up to 10 objects</p> <p>Begins to recognise numbers to 20</p> <p>Begins to count beyond 10</p> <p>Counts up to 20 objects using 1-1 correspondence</p> <p>Estimates how many objects they see and checks by counting</p> <p>Uses the vocabulary of addition and subtraction</p> <p>Begins to add and subtract by counting on or counting back</p> <p>Begin to identify own mathematical problems</p> <p>Records, using marks they can interpret and explain</p> <p>Begin to solve problems involving doubling, halving and sharing</p>	<p>Count reliably with numbers 1-20</p> <p>Order the numbers 1-20</p> <p>Say which number is '1 more' or '1 less' than numbers to 20</p> <p>Add 2 single digit numbers and count on to find the answer</p> <p>Subtract 2 single digit numbers and count back to find the answer</p> <p>Solve problems involving doubling, halving and sharing</p>
	Shape, Space and Measures		
	Beginning to use mathematical terms to name and describe 2D shapes	Beginning to use mathematical terms to name and describe 3D shapes	Uses everyday language to talk about size, weight, capacity, position, distance,

	<p>Uses familiar objects and common shapes to create and recreate patterns and build models</p> <p>Understands positional vocabulary such as 'behind', 'next to', 'in front of'</p> <p>Orders 2 or 3 objects by length or height</p> <p>Uses everyday language related to time</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models</p> <p>Uses positional vocabulary accurately</p> <p>Orders 2 items by weight and use the correct vocabulary</p> <p>Orders 2 or more objects by capacity and uses the correct vocabulary to compare</p> <p>Beginning to use everyday language related to money</p> <p>Measures short periods of time in simple ways</p>	<p>time and money.</p> <p>Uses everyday language to compare quantities and objects and solve problems</p> <p>Orders and sequences familiar events</p> <p>They recognise, create and describe patterns</p> <p>Explore characteristics of everyday objects and shapes</p> <p>Use mathematical language to describe everyday objects and shapes</p>
<p>Understanding the World</p> <p>Underpins fundamental British Values</p> <p>-Individual Liberty</p> <p>-Mutual respect and tolerance</p>	People and Communities		
	<p>Recognises and describes special times or events in their own experience</p> <p>Knows some of the things that make them unique</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Enjoys joining in with family customs and routines</p> <p>Children talk about past and present events in their own live and in the lives of family members</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>They know that other children don't always enjoy the same things and are sensitive to this</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions</p>
	The World		
	<p>They talk about why things happen and how things work</p> <p>Shows care and concern for living things</p>	<p>Looks closely at similarities, differences, patterns and change in relation to places, objects, materials and</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>

	and the environment Developing an understanding of growth, decay and changes over time	living things They make observations of animals and plants and explain why some things occur. They talk about changes	They talk about the features of their own immediate environment and how environments vary from one another.
	Technology		
	Knows how to operate simple equipment Completes a simple program on the computer	Completes a simple program on the computer Uses ICT hardware to interact with age-appropriate computer software	Recognise that a range of technology is used in places such as homes and schools Select and use technology for particular purposes
Expressive Arts and Design	Exploring and Using Media and Materials		
	Begins to build up a repertoire of songs and dances and explores the different sounds of instruments Uses simple tools and techniques competently and appropriately Explores what happens when they mix colours Experiments to create different textures Understands that different media can be combined to create new effects	Builds up a repertoire of songs and dances Manipulates materials to achieve a planned effect Uses simple tools and techniques competently and appropriately Constructs with a purpose in mind, using a variety of resources Selects tools and techniques needed to shape, assemble and join materials they are using	Selects appropriate resources and adapts where necessary Children sing songs, make music and dance, and experiment with ways of changing them They safely use and explore a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function
	Being Imaginative		
	Create simple representations of people, events and objects Plays alongside other children who are engaged in the same theme Initiates new combinations of movement	Plays cooperatively as part of a group to develop and act out a narrative Introduces a storyline or narrative into their play Chooses particular colours to use for a	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes They represent their own ideas, thoughts and feelings through design

	and gesture in order to respond to feelings, ideas and experiences		purpose Initiates new combinations of movement and gesture in order to respond to feelings, ideas and experiences		and technology, art, music, dance, role-play and stories	
<p>RE</p> <p>Underpins the fundamental British Values</p> <p>-Individual Liberty</p> <p>-Mutual respect and tolerance</p>	<p>Special people: Which people are special and why?</p>	<p>Special stories: What stories are special and why?</p>	<p>Special places: What places are special and why?</p>	<p>Special times: What times are special and why?</p>	<p>Being special: Where do we belong?</p>	<p>Special World: What is special about our world and why?</p>
<p>PSHE</p> <p>EYFS Assembly</p>	<p>Me and my school</p> <p>To understand school routines and systems and be able to follow them.</p>	<p>Me and other people</p> <p>To understand similarities and differences, likes and dislikes between people.</p> <p>To develop an understanding of their own culture and identity.</p>	<p>Me and my relationships</p> <p>To be able to form positive relationships with adults and other children</p>	<p>Me and my safety</p> <p>To learn about ways to keep safe</p>	<p>Happy and Healthy me</p> <p>To know the importance of a healthy diet</p> <p>To talk about ways to keep healthy and safe</p>	<p>Me in the world</p> <p>To be self-confident and aware ready for transition to Year 1</p>

