














## Reception Long Term Plan 2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">Ourselves 6 ½ weeks</p> 	<p style="text-align: center;">Celebrations 7 ½ weeks</p> 	<p style="text-align: center;">People who help us Superheroes 6 ½ weeks</p> 	<p style="text-align: center;">Animal Magic 6 weeks</p> 	<p style="text-align: center;">Pirates/Mermaids 5 weeks</p> 	<p style="text-align: center;">Growing 7 weeks</p> 
<p><b>Personal, Social and Emotional Development</b></p> 	<p>Talk to others about home and communities Making new friends Thinking about our own feelings Understanding actions and words can hurt other's feelings Accepting needs of other, taking turns and sharing</p>	<p>Talk to others about home and communities Making new friends Thinking about our own feelings Understanding actions and words can hurt other's feelings Accepting needs of other, taking turns and sharing to try new activities</p>	<p>Initiate conversations with others Confident to talk to others about our feelings Listen to our friends and ask questions Understand boundaries and follow schools rules Show concern when others are upset Can talk about things they enjoy and are good at and things they don't find easy (Exc)</p>	<p>Initiate conversations with others Confident to talk to others about our feelings Listen to our friends and ask questions Understand boundaries and follow schools rules Show concern when others are upset Talk about how they and others show feelings, talk about behaviour and consequences and know behaviour is unacceptable Resourceful in finding support when they need help or info (Exc)</p>	<p>Playing co-operatively by sharing and taking turns Confident to try new activities Confidently speak in a group/class (Exc) Say when they do or don't need help Talk about how they and others show feelings, talk about behaviour and consequences and know behaviour is unacceptable Talk about plans made and how they might change them (Exc)</p>	<p>Plays group games with rules (Exc) Knows how to stand up for themselves (Exc) Understand bullying and that is in unacceptable behaviour (Exc)</p>

<p><b>Communication and Language</b></p> 	<p>Listening to our friends and adults</p> <p>Listening to and following instructions</p> <p>Listening to stories and family, friends and birthdays</p> <p>Joining in games and activities with others</p>	<p>Listening to our friends and adults</p> <p>Small group speaking and listening activities</p> <p>Listen to whole class stories responding to simple questions</p> <p>Role play activities</p> <p>Listening to and following instructions</p>	<p>Understand how and why questions</p> <p>Listen to and join in conversations</p> <p>Use talk to explain ideas to others</p> <p>Listen to stories and respond to what they have heard</p> <p>Retelling stories using vocabulary linked to the books shared</p> <p>Give attention to others</p>	<p>Understand how and why questions</p> <p>Listen to and join in conversations</p> <p>Use talk to explain ideas to others</p> <p>Listen to stories and respond to what they have heard</p> <p>Retelling stories using vocabulary linked to the books shared</p> <p>Recount experiences and imagines possibilities (Exc)</p>	<p>Language based on topic</p> <p>Follow instructions involving several ideas</p> <p>Carry out instructions which contain several parts (Exc)</p> <p>Listen to stories and respond appropriately</p> <p>Listen in larger groups (Exc)</p> <p>Listen attentively without pictures or props (Exc)</p>	<p>Re-telling stories using vocab linked to stories</p> <p>Use past, present and future forms when talking about events</p> <p>Express views about events or characters in story and answer questions about why things happened (Exc)</p>
<p><b>Physical Development</b></p> 	<p>Developing gross motor skills using bikes, scooters, wooden blocks, balls, Jump of equipment and land appropriately</p> <p>Practise holding scissors, pens and pencil carefully</p> <p>Manage basic hygiene</p>	<p>Ring games and parachute games?</p> <p>Developing gross motor skills using bikes, scooters, wooden blocks, balls, large construction, model making</p> <p>Practise holding scissors, pens and pencils carefully</p>	<p>Try to get change ourselves changed for PE</p> <p>Self-care hand washing</p> <p>Carefully moving in and out of different spaces</p> <p>Continue to practise holding scissors, pens and pencils carefully</p>	<p>Try to get change ourselves for PE</p> <p>Carefully moving in and out of different spaces</p> <p>Developing movements on, under, around, through climbing apparatus</p> <p>Continue to practise holding scissors, pens and pencils carefully</p> <p>Can hop confidently and skip in time to music (Exc)</p>	<p>Handle equipment and tools effectively</p> <p>Designing a healthy diet.</p> <p>Knows about and makes healthy choices (Exc) - supertato</p> <p>Beginning to write on lines and control letter size (Exc)</p>	<p>Handle equipment and tools effectively</p> <p>Dress and undress independently, managing fastening buttons or laces (Exc)</p> <p>Beginning to write on lines and control letter size (Exc)</p>
<p><b>Literacy</b></p> 	<p>Listening and joining in stories</p> <p>Listening and joining in rhymes</p> <p>Blending and segmenting</p> <p>Hear and say initial</p>	<p>Listening and joining in stories</p> <p>Listening and joining in rhymes</p> <p>Blending and segmenting</p> <p>Hear and say initial,</p>	<p>Recalling main events, setting and characters</p> <p>Have a go at writing about stories</p> <p>Begin to recognise and spell some words</p> <p>Know that information</p>	<p>Non-fiction books and their key features</p> <p>Write own information text</p> <p>Recalling main events, setting and characters</p> <p>Have a go at writing</p>	<p>Story structure and story endings</p> <p>Use finger spaces, full stops and capital letters with support</p> <p>Spell and read phonetically regular</p>	<p>Non-fiction books and their key features</p> <p>Writing own stories and information texts</p> <p>Story structure and</p>

	<p>sounds in words Begin to recognise some letters Name writing Mark making about birthday / family Tell someone about our writing</p>	<p>medial and end sounds in words Begin to recognise letters Name writing Tell someone about our writing Look at books independently</p>	<p>can be relayed in the form of print</p>	<p>about stories Begin to recognise and spell some words Know that information can be relayed in the form of print</p>	<p>words of more than 1 syllable as well as many irregular words(Exc)</p>	<p>story endings Use finger spaces, full stops and capital letters with support  Can describe main events in stories (Exc) Use key features of narrative in own writing (Exc)</p>
<p>Mathematics</p> 	<p>Number songs and rhymes Counting objects using 1:1 correspondence Comparing groups of objects – more/less Ordering numbers Positional language Size language</p>	<p>Continue with number recognition and counting skills Counting forwards and backwards in 1's 1 more and 1 less than a number Exploring 2D shapes names and properties Building models and pictures using 2D shapes Counting in 10's</p>	<p>Continue with number recognition and counting skills Ordering numbers Counting in 1's, 2's and 10's Addition and subtraction Sharing Capacity Weight Estimation</p>	<p>Continue with number recognition and counting skills Ordering numbers Counting in 1's, 2's and 10's Money Doubling Halving Estimation</p>	<p>Continue with number recognition and counting skills Ordering numbers Counting in 1's, 2's, 5's and 10's (Exc) Addition and subtraction Problem solving Exploring 3D shapes Distance (Exc) Estimation – jewels in treasure chests (Exc)</p>	<p>Continue with number recognition and counting skills Ordering numbers Counting in 1's, 2's, 5's and 10's (Exc) Addition and subtraction Problem solving Time (Exc) Position (Exc)</p>
<p>Understanding of the World</p> 	<p>My family Talk about things I have observed and experienced</p>	<p>My community Learning about different festivals and celebrations in our world, fireworks, Diwai, Christmas  Use simple computer programmes/Ipads to produce patterns and pictures – fireworks  Use IWB</p>	<p>Technology in homes and schools – making pancakes  Talk about changes, pancake ingredients to pancakes.  My community Learning about different festivals and celebrations in our world – Chinese New Year</p>	<p>Observations and discussing of animals  Use choice of technology to record chicks  Uses everyday technology (Exc)  My community Learning about different festivals and celebrations in our</p>	<p>The world – learning about our local environment/ compare to seaside/Island Knows environment is influenced by human activity (Exc) Discuss how we can look after our community (Exc) Simple scientific experiments – floating, sinking (Exc) Looking at materials</p>	<p>Growing and planting.  Observations and discussions of plants. – sunflowers, beans  Grow plants in different conditions.  Difference in past to now- comparing baby to themselves</p>

				world - Easter	for a pirate ship and pirate items (Exc)	now
<p>Expressive Arts and Design</p> 	<p>Imaginative play – exploring my home and family</p> <p>Joining in with nursery rhymes and songs</p> <p>Explore how colours can be changed and what happens when they are mixed – Autumn leaves</p> <p>Making and constructing with different objects – variety of construction toys</p>	<p>Explore and talk about different materials and textures - Diwali pots</p> <p>Explore/experiment colour and design – firework pictures</p> <p>Explore Making and constructing with different objects – variety of construction toys</p> <p>Christmas cards and calendars</p>	<p>Represent own ideas through junk modelling - Police vehicles, fire engines, Represent own ideas - Superhero capes</p> <p>Experiment with materials – superhero capes</p> <p>Represent own ideas – design and make own superhero vegetable</p> <p>Making musical instruments</p> <p>Chinese New Year Dragon Dance</p>	<p>Use different materials to create pictures of animals</p> <p>Develop own ideas through selecting and using materials and working on processes interest them (Exc)</p> <p>Explore musical sounds to represent different animals</p> <p>Listen to carnival of the animals and respond through music and dance</p> <p>Make up own animal dances</p>	<p>Represent own ideas through junk modelling - make pirate ship</p> <p>Talk about ideas and processes and adapt where necessary (Exc)</p> <p>Talk about features of own and others work (Exc) – pirate ships and treasure chests</p> <p>Painting seaside / island pictures</p>	<p>Explore how colours can be changed and what happens when they are mixed – colour mixing pictures of plants</p> <p>Van Gogh sunflowers</p> <p>Develop own ideas through selecting and using materials and working on processes interest them (Exc)</p> <p>seed pictures</p>