

Long Term Plan 2018-2019		Reception Class (EYFS) Teacher D Jamieson				
	Autumn 1 'Super Special me'	Autumn 2 Theme to be chosen led my children's interests	Spring 1 Chinese New Year	Spring 2 'Journey into space'	Summer 1 ' We're going on a Mini-beast Hunt'	Summer 2 Theme to be chosen to support transition or led my children's interests
Associated themes to run along-side main theme	Me, my family, friends and school, my home, my pets Autumn People who help us	Fireworks - firemen visit Frozen Places Penguins Winter Christmas	Dragons Pancakes Other light festivals and celebration	Past, today and the future focus Spring Easter	Minibeasts and growing plants Beanstalks and Giants	Positive changes Growth Sports
Events to cover	Transition, settling in Visit to the church Harvest	Bonfire Night Christmas	Multicultural week Chinese New Year Shrove Tuesday	World Book D Easter celebration	Class Trip - to Hyde hall	Sports week/ Sports Day Transition sessions move to Year 1/2
Parental involvement opportunities	EYFS curriculum workshiop	Penguin gallery	Chinese dance / parade	Maths workshop	Giant show and tell	Sports week activities
Stunning start:	Buddy time Starting school	Creating Winter/ Frozen scene	FOREST SCHOOLS Creating Chinese restaurant	TBC	Minibeast hunting	TBA
Magical Middle:	Visitors- police, ambulance,	Penguin gallery	Chinese dragon dancing Trying Chinese foods	TBC	School Visit Mini beast focus	TBA
Grand Finale: celebration	Autumn Welly Walk	Frozen Christmas Party	Chinese New Year Parade/ Dance	TBC	Beanstalk race Creating a	TBA

		Invitation to Penguin Gallery-send via post office			giants castle/beanstalk	
Prime Areas						
Personal, social and emotional development	<p>Making Relationships</p> <ul style="list-style-type: none"> Initiate conversations, attend to and take account of what others say Explain own knowledge and understanding and ask appropriate questions of others <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions Describe self in positive terms and talk about abilities <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Understand that own actions effect other people eg become upset or try to comfort another child when they realise they have upset them Aware of the boundaries set and of behavioural expectations in the setting. 		<p>Making Relationships</p> <ul style="list-style-type: none"> Take steps to resolve conflicts with other children e.g. finding a compromise Play cooperatively taking turns with others <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to try new activities and say why they like some activities more than others <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy Talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable 		<p>Making Relationships</p> <ul style="list-style-type: none"> Take account of one and others ideas about how to organise their activity Show sensitivity to others needs and feeling and form positive relationships with adults and other children <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to speak in a familiar group, talk about their ideas and choose the resources they need for their chosen activities Say when they do or don't need help <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Work as part of a group or class, and understand and follow the rules Adjust their behaviour to different situations and take changes of routine in their stride 	
PSHE units update	Me - a special person	Firework safety People who help us	My special people	Being Involved	Growing and changing	Health and wellbeing Sports week
Physical development	<p>Moving and Handling</p> <ul style="list-style-type: none"> Experiment with different ways of movement Jump off an object and land appropriately Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travel with confidence and skill around, under, over, and through balancing and climbing equipment Show increasingly control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and Self Care</p> <ul style="list-style-type: none"> Eat a healthy range of food stuffs and understand need for variety on food Usually dry and clean during the day Show some understanding that good practices with 		<p>Moving and Handling</p> <ul style="list-style-type: none"> Use simple tools to effect changes to materials Handle tools, objects, construction and malleable safely and with increasing control Show a preference for a dominant hand Begin to use anticlockwise movement and retrace vertical lines Begin to form recognisable letters Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed <p>Health and Self Care</p> <ul style="list-style-type: none"> Show understanding for the need for safety when tackling new challenges and consider and manage some risks 		<p>Moving and Handling</p> <ul style="list-style-type: none"> Show good control and coordination in large and small movements Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively including pencils for writing. <p>Health and Self Care</p> <ul style="list-style-type: none"> Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently 	

	regard to exercise, eating sleeping and hygiene can contribute to good health.		<ul style="list-style-type: none"> Show understanding of how to transport and store equipment safely Practice some appropriate safety measures without direct supervision 			
PE Lessons	Games indoor	Dance- Christmas /Fireworks	Dance- indoor Chinese Dragon Dancing	Gymnastics indoor	Games outdoor	Athletics outdoor
Communication and language	<p>Listening and Attention</p> <ul style="list-style-type: none"> Maintain attention, concentrate and sit quietly during appropriate activity Two channelled attention - can listen and do for short span <p>Understanding</p> <ul style="list-style-type: none"> Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes □ Follow a story without pictures or props <p>Speaking</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping or naming, exploring the meaning and sounds of new words Use language to imagine and recreate roles and experiences in play situations Link statements and stick to a main theme or intention 		<p>Listening and Attention</p> <ul style="list-style-type: none"> Listen attentively in a range of situations <p>Understanding</p> <ul style="list-style-type: none"> Listen and respond to ideas expressed by others in conversation or discussion <p>Speaking</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events Introduce a story line or narrative into their play 		<p>Listening and Attention</p> <ul style="list-style-type: none"> Listen to stories, accurately anticipate key events and responds to what they hear with relevant comments questions or actions Give attention to what others say and respond appropriately while engaged in another activity <p>Understanding</p> <ul style="list-style-type: none"> Follow instructions involving several ideas or actions Answer how and why questions about their experiences and in response to stories or event. <p>Speaking</p> <ul style="list-style-type: none"> Express themselves effectively showing awareness of listeners needs Use past present and future forms accurately when talking about events that have happened or are to happen in the future Develop their own narratives and explanations by connecting ideas or events. 	
Specific Areas						
Literacy (possible texts Key texts to be used for three weeks	Starting School Elmer- friendship Peach at Last and other (large family books)	Firework facts Fireman Sam Frozen Winter Poems Jesus' Christmas Party	The Kissed that Missed Firecrackers Mr Wolfs Pancakes	Q Pootle 5 Bob the Man on the Moon Aliens love	The Hungry Caterpillar What the Ladybird Heard Jim and the beanstalk The smartest	TBC

	And then there were Giants	The Snowman DVD Pingu		Underpants	giant in town Jaspers Beanstalk SHHH! The tiny seed	
Writing skill development	Signs Labels Name writing Home learning _RWI letter formation I - My Busy Book (independent writing book)	Labels and Captions Initiations- post home Cards Letters to Santa	Menus Chinese Writing Home learning - My Diary	Sentence writing Letters Setting descriptions	Sentence writing Character descriptions Home learning - My Story book	Re-telling Story planning Sequencing Story writing Conjunctions (and and because)
	<p>Reading</p> <ul style="list-style-type: none"> Continue a rhyming string Hear and say the initial sound in words Segment sounds in simple words and blend them together, and know which letters represent some of them <p>Writing</p> <ul style="list-style-type: none"> Give meaning to marks they make as they draw write and paint Begin to break the flow of speech into words Continue a rhyming string Hear and say the initial sound in words Segment the sounds in simple words and blend them together 		<p>Reading</p> <ul style="list-style-type: none"> Begin to read words and simple sentences Use vocabulary and forms of speech that are increasingly influenced by experiences of books Enjoy an increasing range of books Know that information can be retrieved from books and computers <p>Writing</p> <ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence 		<p>Reading</p> <ul style="list-style-type: none"> Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately Read some common irregular words Demonstrate understanding when talking with others about what they have read <p>Writing</p> <ul style="list-style-type: none"> Use phonic knowledge to write words in ways which match their spoken sounds Write some irregular common words Write simple sentences which can be read by themselves and others Spell some words correctly and others 	

		<ul style="list-style-type: none"> • Write own name and other things such as labels and captions • Attempt to write short sentences in meaningful contexts 	are phonetically plausible
Phonics	<p>Read, Write Inc. Set 1 sounds f l m n r s v z sh th ng nk b c k d g h j p qu t w x ch a e i o u</p> <p>Word time Dittys Red Ditty Books</p>	<p>Read, Write Inc. Set 2 sounds ay ee igh ow oo o oar or air ir ou oy</p> <p>Red Ditty Books Green books Purple books</p>	<p>Read, Write Inc Revision of sounds Blending for reading Segmenting for spelling</p> <p>Green books Pink books Purple books</p>
Mathematics	<p>Number</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance • Recognise numerals 1-5 • Count up to three or four objects by saying one number name for each • Count actions or objects which cannot be moved • Count objects to ten and begin to count beyond ten • Count out up to six objects from a larger group • Select the correct numeral to represent one to five, then one to ten objects • Count an irregular arrangement of up to ten objects <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Begin to use mathematical names for "solid" 3d shapes and "flat" 2d shapes and 	<p>Number</p> <ul style="list-style-type: none"> • Estimate how many objects they can see and check by counting them • Use the language of "more" and "fewer" to compare two sets of objects • Find the total number of items in two groups by counting all of them • Say the number that is one more than a given number • Find one more or one less from a group of up to five objects, then ten objects • In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting • Record, using marks that they can interpret and explain 	<p>Number</p> <ul style="list-style-type: none"> • Count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number • Using quantities and objects, add and subtract two single digit numbers and count on or back to find the answer • Solve problems, including doubling halving and sharing <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems • Recognise, create and describe patterns • Explore characteristics of everyday

	<p>mathematical terms to describe shapes</p> <ul style="list-style-type: none"> • Select a particular named shape • Describe their relative position such as behind, or next to • Order two or three items by length or height • Use familiar objects and common shapes to create and recreate patterns and build models 	<ul style="list-style-type: none"> • Begin to identify own mathematical problems based on own interest and fascinations <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Use everyday language related to time • Begin to use everyday language related to money • Order and sequence familiar events • Measure short periods of time in simple ways • Order two items by weight or capacity 	<p>objects and shapes and use mathematical language to describe them</p>
<p>Understanding the world</p>	<p>People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>The World</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change <p>Technology</p> <ul style="list-style-type: none"> • Complete a simple program on a computer 	<p>People and Communities</p> <ul style="list-style-type: none"> • Talk about past and present events in own lives and in the lives of family members <p>The World</p> <ul style="list-style-type: none"> • Know about similarities and differences in relation to places, objects, materials and living things <p>Technology</p> <ul style="list-style-type: none"> • Use ICT hardware to interact with age appropriate computer software • E- safety 	<p>People and Communities</p> <ul style="list-style-type: none"> • Know that other children don't always enjoy the same things and are sensitive to this • Know about similarities and differences between themselves and others and among families, communities and traditions <p>The World</p> <ul style="list-style-type: none"> • Talk about the features of immediate environment and how environments might vary from one another • Make observations of animals and plants and explain why something's occur, and talk about changes <p>Technology</p> <ul style="list-style-type: none"> • Recognise that a range of technology is used in places such as homes and schools • Select and use technology for particular purposes

									<ul style="list-style-type: none"> E-safety
Expressive Arts and Design	<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Begin to build a repertoire of songs and dances Explore what happens when they mix colours Experiment to create different textures <p>Understand that different media can be combined to create new effects</p> <ul style="list-style-type: none"> Manipulate materials to achieve a planned effect <p>Being Imaginative</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences Choose particular colours to use for a purpose 			<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Explore the different sounds of instruments Construct with a purpose in mind using a variety of resources Use simple tools and techniques competently and appropriately Select appropriate resources and adapt work where necessary Select tools and techniques needed to shape assemble and join materials they are using <p>Being Imaginative</p> <ul style="list-style-type: none"> Introduce a story line or narrative into play Play alongside other children who are engaged in the same theme Play cooperatively as part of a group to develop and act out a narrative 			<p>Exploring and Using Media and Materials</p> <ul style="list-style-type: none"> Sing songs, make music and dance and experiment with ways of changing them Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture form and function <p>Being Imaginative</p> <ul style="list-style-type: none"> Use what they have learnt about media and materials in original ways, thinking about uses and purposes Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 		
RE	I am Special	Creation Unit 1	Incarnation Unit 2	Bible Stories	Salvation Unit 3	Our Church School	Pentecost	Bible Stories	