










# Telford Infant School - Reception

## LONG TERM PLAN 2017-18



In order to support our learning over the year we will provide the children with the following experiences under the themes outlined below.

| AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER2  |
|---|---|---|--|---|--|
| HARVEST FESTIVAL  | WARWICK ARTS CENTRE   | STAGECOACH DRAMA  | GALLERY VISIT  | TREASURE HUNT   | LEARNING VISIT   |
| <p><b>Welcome to Telford Infant School!</b></p>  <p>and...<br/>Celebrating Harvest</p>  | <p><b>Bears</b></p>  <p>Finding out about bears with some of our favourite stories.</p>  <p><b>Christmas Countdown</b><br/>Celebrating Christmas traditions and performing a Nativity</p> | <p><b>Winter Wonderland</b></p>  <p>Exploring ice and snow, snow animals and keeping warm</p>  <p><b>Celebrating Chinese New Year</b></p> | <p><b>Super Structures</b></p>  <p>Using traditional tales to explore how to make stronger and safer buildings.</p> | <p><b>Pirates</b></p>  <p>Setting off with pirates, using maps and solving problems on a watery adventure.</p> | <p><b>Planting and Minibeasts</b></p>  <p>Finding out all about the creatures and plants with who share our local area.</p> |

| PSED                                      | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|---|--|--|--|--|--|--|
| <b>Making Relationships</b>               | Initiates conversations, attends to and takes account of what others say   |  | Explains own knowledge and understanding and asks appropriate questions of others  |  | Takes steps to resolve conflicts with other children   |  |
| <b>Self confidence and self awareness</b> |  | Confident to speak to others about own needs, wants,   | Confident to speak to others about own needs, wants, interests   | Confident to speak to others about own needs, wants, interests and opinions.   |  | Can describe self in positive terms and talk about abilities.  |
| <b>Managing feelings and behaviours</b>   | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting. | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting. | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting. | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting. | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting.<br>Beginning to negotiate and solve problems without aggression | Understands that own actions affect other people;<br>Is aware of boundaries set, and of behavioural expectations within the setting.<br>Beginning to negotiate and solve problems without aggression |

| Communication and Language | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|----------------------------|---|---|---|---|--|--|
| Listening and attention    | ...sits quietly during appropriate activity.  | Concentrates and sits quietly during appropriate activity                       | Two channelled attention                                  | Maintains, concentrates and sits quietly during appropriate activity. | ELG<br>Listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity. | ELG<br>Listen to stories, accurately anticipating key events and respond to what they have heard with relevant comments, questions or actions.   |
| Understanding              | Responds to instructions involving a two part sequence.   |   | Able to follow a story without pictures or props          |   | Listens and responds to ideas expressed by others in conversation or discussion; Answer 'how' and 'why' questions.   | ELG<br>Follow instructions involving several ideas or actions.   |
| Speaking                   | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. | Uses language to imagine and recreate roles and experiences in play situations. | Links statements and sticks to a main theme or intention. | Introduces a storyline or narrative into their play.                  | Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  | ELG<br>Express selves effectively, show awareness of listener's needs. Use past, present and future tenses accurately...develop own narratives and explanations by connecting ideas or events. |

| Physical development | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|----------------------|--|---|--|---|--|---|
| Moving and handling  | <p>Experiments with different ways of moving;</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing directions to avoid obstacles;</p> <p>Shows increasing control over an object in pushing, patting;(dough)</p> <p>Uses simple tool to affect changes to materials;</p> <p>(cutters, knives, scissors, paintbrush)</p> <p>begins to use anti-clockwise movements and retrace vertical lines;</p> | <p>Uses simple tool to affect changes to materials; (rolling pins, cutters, pastry brush, spoons, stapler, needles, holepunch)</p> <p>begins to use anti-clockwise movements and retrace vertical lines;</p> <p>begins to form recognisable letters</p> | <p>Jumps off an object and lands appropriately;</p> <p>Travels with confidence and skill around, under, over and through balancing climbing equipment;</p> <p>begins to form recognisable letters;</p> | <p>Handles tools, objects, construction and malleable materials safely and with increasing control;</p> <p>begins to form recognisable letters;</p> <p>uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> | <p>Uses simple tool to affect changes to materials; (gardening tools);</p> <p>Shows increasing control over an object in throwing, catching or kicking it;</p> <p>begins to form recognisable letters;</p> <p>uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> | <p>Shows increasing control over an object in throwing, catching or kicking it;</p> <p>uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> |
| Health and self-care | <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, and considers and manages some risks.</p>   | <p>Shows understanding of how to transport and store equipment safely.</p>   | <p>Practices some appropriate safety measures without direct supervision.</p>   | <p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene contribute to good health.</p>   | <p>Eats a healthy range of foodstuffs and understands the need for variety in food. (growing vegetables)</p>  |

| Mathematical Development | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--------------------------|---|--|---|--|--|---|
| Numbers                  | Recognises numbers to 5;<br>Counts objects to 10, and beginning to count beyond 10.   | Counts out up to 6 objects from a larger group;<br>Counts an irregular arrangement of up to 10 objects;<br>Uses lang of 'fewer' and 'more';<br>Finds the total number of items in two groups by counting them all. | Says the number that is one more than a given number;<br>Finds one more or one less of up to 10 objects<br>In practical activities and discussion, beginning to use the vocab involved in adding and subtracting. | In practical activities and discussion, beginning to use the vocab involved in adding and subtracting.<br>Records using marks that they can interpret and explain.   | Records using marks that they can interpret and explain.<br>Begins to identify own mathematical problems based on own interests and fascinations.<br>(doubling, halving, 2s, 5s,10s) | Begins to identify own mathematical problems based on own interests and fascinations.<br>(doubling, halving, 2s, 5s,10s)<br><i>Count reliably with numbers to 20, add and subtract, counting on or back</i>                                     |
| Shape, space and measure | Beginning to use everyday language related to money.<br>Orders two items by weight... | Orders two items by weight;<br>Beginning to use lang for 3d and 2d shapes;<br>Selects particular named shape;<br>Uses familiar objects and common shapes to create and recreate patterns and build models          | Orders two or three items by length or height;  | Beginning to use lang for 3d and 2d shapes;<br>Selects particular named shape;<br>Uses familiar objects and common shapes to create and recreate patterns and build models;<br>Measure short periods of time in simple ways;<br>Orders and sequences familiar events | Beginning to use everyday language related to money.<br>Measure short periods of time in simple ways;  | Uses familiar objects and common shapes to create and recreate patterns - symmetrical<br>Orders two or three items by... height;<br>Orders and sequences familiar events<br>Can describe their relative position such as 'behind' or 'next to'. |

| Literacy | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|----------|--|---|--|---|---|---|
| Reading  | Continues a rhyming string<br>Hears and says the initial sound in words. | Hears and says the initial sound in words.<br>Can segment the sounds in simple words and blend them together and knows which letter represent some of them.   | Begins to read words and simple sentences;<br>Knows that information can be retrieved from books and computers.  | Begins to read words and simple sentences;<br>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.   | Links sounds to letters, naming and sounding the letters of the alphabet;<br>Enjoys an increasing range of books;<br><i>Read and understand simple sentences, talk with other about what they have read</i> | Links sounds to letters, naming and sounding the letters of the alphabet;<br>Enjoys an increasing range of books;<br><i>Read and understand simple sentences, talk with other about what they have read</i> |
| Writing  | Gives meaning to marks they make as they draw, write and paint.          | Gives meaning to marks they make as they draw, write and paint.<br>Hears and says the initial sound in words;<br>Can segment the sounds in simple words and blend them together;<br>Writes own name and other things such as labels | Begins to break the flow of speech into words;<br>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.<br>Writes own name and other things such as captions. | Begins to break the flow of speech into words;<br>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.<br>Attempts to write short sentences in meaningful contexts. | Attempts to write short sentences in meaningful contexts;<br><i>Use phonic knowledge to write words in ways which match their spoken sounds...write some irregular words.</i>                               | ELG +<br>Use key features of narrative in their writing.  |

| Understand the World   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|------------------------|---|---|--|--|--|---|
| People and communities | <p>Show interests in different...ways of life<br/>(celebrating Harvest)</p> <p>DIWALI</p> <p>RE: F5 where do we belong?</p> | <p>Shows interest in the lives of people who are familiar with them;<br/>(grandparents)</p> <p>Enjoys joining in with family customs and routines.<br/>(Christmas)</p> <p>RE: F1 which stories are special and why?</p> | <p>Enjoys joining in with family customs and routines.<br/>(Chinese New Year, Shrove Tuesday)</p> <p>RE: F2 which people are special and why?<br/>(link to Lost and Found)</p> | <p>Enjoys joining in with family customs and routines.<br/>(EASTER)</p> <p>RE: F4 which times are special and why?</p> | <p>(The World as main focus)</p> <p>RE: F3 Which places are special and why?</p>             | <p>Enjoys joining in with family customs and routines.<br/><i>They know about similarities and differences between themselves and others, and among ...communities</i></p> <p>RE: F6 what is special about our world?</p> |
| The World              | <p>Talk about some of the things they have observed.</p> <p>Looks closely at similarities, differences</p>                  |   | <p>Looks closely at similarities, differences...and change<br/>(focus on ice)</p>  | <p>Looks closely at similarities, differences...and change<br/>(focus on materials)</p>                                | <p>Looks closely at similarities, differences, patterns and change.<br/>(focus on water)</p> | <p>Looks closely at similarities, differences, patterns and change.<br/><i>Make obs of animals and plants and explain why some things occur</i><br/>(focus on plants nan minbeasts)</p>                                   |
| Technology             | <p>Completes a simple program on a computer.<br/>(netbooks)</p>   | <p>Completes a simple program on a computer<br/>(netbooks/ ipads)</p>   | <p>Know that information can be retrieved from computers</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>                                      | <p>Uses ICT hardware to interact with age-appropriate computer software.</p>   | <p>Uses ICT hardware to interact with age-appropriate computer software.(beebots)</p>        | <p>Uses ICT hardware to interact with age-appropriate computer software.</p>  |

| <b>Expressive Arts and Design</b>              | <b>Autumn 1</b>  | <b>Autumn 2</b>  | <b>Spring 1</b>   | <b>Spring 2</b>  | <b>Summer 1</b>   | <b>Summer 2</b>   |
|--|--|--|---|--|---|---|
| <b>Exploring and using media and materials</b> | Begins to build a repertoire of songs and dances;<br>Explores what happens when they mix colours | Understands that materials can be combined to create new effects;<br>Manipulates materials to achieve a planned effect;<br>Uses tools and techniques competently and appropriately;<br>Selects tools and techniques needed to shape, assemble and join materials they are using. | Manipulates materials to achieve a planned effect;<br>Uses tools and techniques competently and appropriately;<br>Selects tools and techniques needed to shape, assemble and join materials they are using. | Selects appropriate resources and adapts work where necessary;<br>Selects tools and techniques needed to shape, assemble and join materials they are using.<br><br>GALLERY VISIT | ELG<br>Make music and dance and change them   | ELG   |
| <b>Being Imaginative</b>                       | Creates simple representations of events, people and objects,<br><br>MUSIC - Charranga           | Introduces a storyline or narrative into their play.<br><br>NATIVITY   | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences<br>Choose particular colours to use for a purpose.<br>MUSIC - Charranga               | Plays co-operatively as part as a group to develop and act out a narrative.<br><br>MUSIC - Charranga   | ELG<br>Represent own ideas, thoughts and feelings through DT, art, music, dance, role play and stories<br>MUSIC - Charranga | ELG<br>Represent own ideas, thoughts and feelings through DT, art, music, dance, role play and stories<br>MUSIC - Charranga |



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