










Telford Infant School - Reception

LONG TERM PLAN 2018-19



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	Animal Man – nocturnal animals	Planetarium?	Theatre?	Canalside Farm	
Welcome to Telford Infant School!  and... Celebrating Harvest 	Light and Dark  Discovering the differences between light and dark.  Christmas Countdown Celebrating Christmas traditions and performing a Nativity	Winter Wonderland  Exploring ice and snow, snow animals and keeping warm. Space 	Super Structures  Using traditional tales to explore how to make stronger and safer buildings.	Growing  Caring for plants and finding out about what we can grow to eat.	Oh do I like to be beside the Seaside...  Finding out all about the great British seaside.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Making Relationships	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	
Self confidence and self awareness		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.
Managing feelings and behaviours	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting.	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting.	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting.	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting.	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting. Beginning to negotiate and solve problems without aggression	Understands that own actions affect other people; Is aware of boundaries set, and of behavioural expectations within the setting. 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 Listen attentively in a range of situations. They give their attention to what others say and respond appropriately, while engaged in another activity.	ELG 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 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 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; (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>	

Mathematical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Numbers	Recognises numbers to 5; Counts objects to 10, and beginning to count beyond 10.	Counts out up to 6 objects from a larger group; Counts an irregular arrangement of up to 10 objects; Uses lang of 'fewer' and 'more'; Finds the total number of items in two groups by counting them all.	Says the number that is one more than a given number; Finds one more or one less of up to 10 objects 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. Records using marks that they can interpret and explain.	Records using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. (doubling, halving, 2s, 5s,10s)	Begins to identify own mathematical problems based on own interests and fascinations. (doubling, halving, 2s, 5s,10s) <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. Orders two items by weight...	Orders two items by weight; Beginning to use lang for 3d and 2d shapes; Selects particular named shape; 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; Selects particular named shape; Uses familiar objects and common shapes to create and recreate patterns and build models; Measure short periods of time in simple ways; Orders and sequences familiar events	Beginning to use everyday language related to money. Measure short periods of time in simple ways;	Uses familiar objects and common shapes to create and recreate patterns – symmetrical Orders two or three items by... height; Orders and sequences familiar events 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 Hears and says the initial sound in words.	Hears and says the initial sound in words. 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; Knows that information can be retrieved from books and computers.	Begins to read words and simple sentences; 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; Enjoys an increasing range of books; <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; Enjoys an increasing range of books; <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. Hears and says the initial sound in words; Can segment the sounds in simple words and blend them together; Writes own name and other things such as labels	Begins to break the flow of speech into words; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as captions.	Begins to break the flow of speech into words; Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts.	Attempts to write short sentences in meaningful contexts; <i>Use phonic knowledge to write words in ways which match their spoken sounds...write some irregular words.</i>	ELG + 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 (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; (grandparents)</p> <p>Enjoys joining in with family customs and routines. (Christmas)</p> <p>RE: F1 which stories are special and why?</p>	<p>Enjoys joining in with family customs and routines. (Chinese New Year,</p> <p>RE:F2 which people are special and why?</p>	<p>Enjoys joining in with family customs and routines. (EASTER)</p> <p>Shrove Tuesday</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>Knows about events in the past</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</p> <p>Day/night, dark/ light</p>	<p>Looks closely at similarities, differences...and change (focus on ice)</p> <p>(focus difference between life on earth and space)</p>	<p>Looks closely at similarities, differences...and change (focus on materials)</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p><i>Make obs of animals and plants and explain why some things occur</i></p>	<p>Looks closely at similarities, differences, patterns and change.</p>
Technology	<p>Completes a simple program on a computer. (netbooks)</p>	<p>Completes a simple program on a computer (netbooks/ ipads/ torches)</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>

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