

Reception Long Term Plan 2018—2019

	Communication and Language			Physical Development		Personal, social and emotional development		
	Listening and Attention	Understanding	Speaking	Moving and handling	Health and self care	Self confidence and self awareness	Making relationships	Managing feelings and behavior
Autumn 1/2	30-50m							
	Listens to others one to one or in small groups, when conversation interests them.	Understands use of objects (e.g. "What do we use to cut things?")	Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Can tell adults when hungry or tired or when they want to rest or play.	Can select and use activities and resources with help.	Can play in a group, extending and elaborating play ideas, e.g. building up a role -play activity with other children.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.
	Listens to stories with increasing attention and recall.	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Can retell a simple past event in correct order (e.g. went down slide, hurt finger).	Mounts stairs, steps or climbing equipment using alternate feet.	Observes the effects of activity on their bodies.	Welcomes and values praise for what they have done.	Initiates play, offering cues to peers to join them.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Responds to simple instructions, e.g. to get or put away an object.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Walks downstairs, two feet to each step while carrying a small object.	Understands that equipment and tools have to be used safely.	Enjoys responsibility of carrying out small tasks.	Keeps play going by responding to what others are saying or doing.	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
	Focusing attention – still listen or do, but can shift own attention.	Beginning to understand 'why' and 'how' questions.	Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.	Is more outgoing towards unfamiliar people and more confident in new social situations.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Can usually adapt behaviour to different events, social situations and changes in routine.
	Is able to follow directions (if not intently focused on own choice of activity).		Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Can stand momentarily on one foot when shown.	Can usually manage washing and drying hands.	Confident to talk to other children when playing, and will communicate freely about own home and community.		
			Uses a range of tenses (e.g. play, playing, will play, played).	Can catch a large ball.	Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	Shows confidence in asking adults for help.		
			Uses intonation, rhythm and phrasing to make the meaning clear to others.	Draws lines and circles using gross motor movements.				
			Uses vocabulary focused on objects and people that are of particular importance to them.	Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.				
			Builds up vocabulary that reflects the breadth of their experiences.	Holds pencil between thumb and two fingers, no longer using whole hand grasp.				
Spring 1/2	40-60m							
	Maintains attention, concentrates and sits quietly during appropriate activity.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Experiments with different ways of moving.	Eats a healthy range of foodstuffs and understands need for variety in food.	Confident to speak to others about own needs, wants, interests and opinions.	Initiates conversations, attends to and takes account of what others say.	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
	Two-channelled attention – can listen and do for short span.	Able to follow a story without pictures or props.	Uses language to imagine and recreate roles and experiences in play situations.	Jumps off an object and lands appropriately.	Usually dry and clean during the day.	Can describe self in positive terms and talk about abilities.	Explains own knowledge and understanding, and asks appropriate questions of others.	Aware of the boundaries set, and of behavioural expectations in the setting.
			Links statements and sticks to a main theme or intention.	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.		Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
			Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.			
			Introduces a storyline or narrative into their play.	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Shows understanding of how to transport and store equipment safely.			
				Uses simple tools to effect changes to materials.	Practices some appropriate safety measures without direct supervision.			
				Handles tools, objects, construction and malleable materials safely and with increasing control.				
				Shows a preference for a dominant hand.				
				Begins to use anticlockwise movement and retrace vertical lines.				
Summer 1/2	ELG							
	Children listen attentively in a range of situations.	Listens and responds to ideas expressed by others in conversation or discussion.	Children express themselves effectively, showing awareness of listeners' needs.	Children show good control and co-ordination in large and small movements.	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	Children are confident to try new activities, and say why they like some activities more than others.	Children play co-operatively, taking turns with others.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and know that some behaviour is unacceptable.
	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Children follow instructions involving several ideas or actions.	They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	They move confidently in a range of ways, safely negotiating space.	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	They take account of one another's ideas about how to organise their activity.	They work as part of a group or class, and understand and follow the rules.
	They give their attention to what others say and respond appropriately, while engaged in another activity.	They answer 'how' and 'why' questions about their experiences and in response to stories or events.	They develop their own narratives and explanations by connecting ideas or events.	They handle equipment and tools effectively, including pencils for writing.		They say when they do or don't need help.	They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	They adjust their behaviour to different situations, and take changes of routine in their stride.

Literacy		Mathematics		Understanding the world		Expressive arts and design			
Reading		Writing	Number	Shape, space and measures	People and communities	The world	Technology	Exploring media and materials	Being imaginative
30-50m									
Autumn 1/2	Enjoys rhyming and rhythmic activities.	Sometimes gives meaning to marks as they draw and paint.	Uses some number names and number language spontaneously.	Shows an interest in shape and space by playing with shapes or making arrangements with objects.	Shows interest in the lives of people who are familiar to them.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Enjoys joining in with dancing and ring games.	Developing preferences for forms of expression.
	Shows awareness of rhyme and alliteration.	Ascribes meanings to marks that they see in different places.	Uses some number names accurately in play.	Shows awareness of similarities of shapes in the environment.	Remembers and talks about significant events in their own experience.	Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Shows an interest in technological toys with knobs or pulleys, or real objects.	Sings a few familiar songs.	Uses movement to express feelings.
	Recognises rhythm in spoken words.		Recites numbers in order to 10.	Shows positional language.	Recognises and describes special times or events for family or friends.	Talks about why things happen and how things work.	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Beginning to move rhythmically.	Creates movement in response to music.
	Listens to and joins in with stories and poems, one-to-one and also in small groups.		Knows that numbers identify how many objects are in a set.	Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.	Shows interest in different occupations and ways of life.	Developing an understanding of growth, decay and changes over time.		Imitates movement in response to music.	Sings to self and makes up simple songs.
	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.		Beginning to represent numbers using fingers, marks on paper or pictures.			Knows that information can be retrieved from computers	Taps out simple repeated rhythms.	Explores and learns how sounds can be changed.	Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
	Beginning to be aware of the way stories are structured.		Sometimes matches numeral and quantity correctly.	Shows interest in shapes in the environment.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.		Explores colour and how colours can be changed.	Engages in imaginative role-play based on own first-hand experiences.	
	Suggests how the story might end.		Shows curiosity about numbers by offering comments or asking questions.	Uses shapes appropriately for tasks.		Shows care and concern for living things and the environment.	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	
	Listens to stories with increasing attention and recall.		Compares two groups of objects, saying when they have the same number.	Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.			Beginning to be interested in and describe the texture of things.	Uses available resources to create props to support role-play.	
	Describes main story settings, events and principal characters.		Shows an interest in number problems.				Uses various construction materials.	Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	
	Shows interest in illustrations and print in books and print in the environment.		Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.				Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.		
	Recognises familiar words and signs such as own name and advertising logos.		Shows an interest in numerals in the environment.				Joins construction pieces together to build and balance.		
	Looks at books independently.		Shows an interest in representing numbers.				Realises tools can be used for a purpose.		
Handles books carefully.									
Knows information can be relayed in the form of print.		Realises not only objects, but anything can be counted, including steps, claps or jumps.							
Holds books the correct way up and turns pages.									
Knows that print carries meaning and, in English, is read from left to right and top to bottom.									
40-60m									
Spring 1/2	Continues a rhyming string.	Gives meaning to marks they make as they draw, write and paint.	Recognise some numerals of personal significance.	Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	Enjoys joining in with family customs and routines.	Looks closely at similarities, differences, patterns and change.	Completes a simple program on a computer.	Begins to build a repertoire of songs and dances.	Create simple representations of events, people and objects.
	Hears and says the initial sound in words.	Begins to break the flow of speech into words.	Recognises numerals 1 to 5.	Selects a particular named shape.			Interacts with age-appropriate computer software.	Explores the different sounds of instruments.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
	Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Continues a rhyming string.	Counts up to three or four objects by saying one number name for each item.	Can describe their relative position such as 'behind' or 'next to'.				Explores what happens when they mix colours.	Chooses particular colours to use for a purpose.
	Links sounds to letters, naming and sounding the letters of the alphabet.	Hears and says the initial sound in words.	Counts actions or objects which cannot be moved.	Orders two or three items by length or height.				Experiments to create different textures.	Introduces a storyline or narrative into their play.
	Begins to read words and simple sentences.	Can segment the sounds in simple words and blend them together.	Counts objects to 10, and beginning to count beyond 10.	Orders two items by weight or capacity.				Understands that different media can be combined to create new effects.	Plays alongside other children who are engaged in the same theme.
	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.	Counts out up to six objects from a larger group.	Uses familiar objects and common shapes to create and recreate patterns and build models.				Manipulates materials to achieve a planned effect.	Plays cooperatively as part of a group to develop and act out a narrative.
	Enjoys an increasing range of books.	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	Uses everyday language related to time.				Constructs with a purpose in mind, using a variety of resources.	
	Knows that information can be retrieved from books and computers.	Writes own name and other things such as labels, captions.	Counts an irregular arrangement of up to ten objects.	Uses everyday language related to money.				Uses simple tools and techniques competently and appropriately.	
		Attempts to write short sentences in meaningful contexts.	Estimates how many objects they can see and checks by counting them.	Beginning to use everyday language related to money.				Selects appropriate resources and adapts work where necessary.	
			Uses the language of 'more' and 'fewer' to compare two sets of objects.	Orders and sequences familiar events.				Selects tools and techniques needed to shape, assemble and join materials they are using.	
				Measures short periods of time in simple ways.					

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40-60m								
Spring 1/2		<p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks that they can interpret and explain.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p>						
		ELG						
		<p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>						
		<p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>						
		<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>						
Summer 1/2		<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>						
		<p>Children talk about past and present events in their own lives and in the lives of family members.</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>						
		<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>						
		<p>Children recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>						
		<p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>						

Story Topics for each term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvelous Me	Marvelous Me	Travelling	Travelling	The Wild	The Wild
Literacy Focus	On the Way Home	Stick Man	Mr Gumpys Outing	Whatever Next	The Gruffalo	Dinosaurs