

Reception Long Term Plan



	PSED/ Jigsaw	CLL	Mathematics	UTW	PD	EA
<p>Autumn 1 <i>All about Me</i></p>	<p>Being me in my World</p> <p>I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands. I am starting to understand children's rights and this means we should all be allowed to learn and play. I am learning what being responsible means.</p>	<p>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. Hear initial sounds in words. Know that print carries meaning and is read from left to right and top to bottom. Write own name. Use a pencil and hold it effectively to form recognisable letters.</p>	<p>Say and use number names in order. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Use language to describe shape and size of flat shapes.</p>	<p>Investigate objects and materials using all of their senses as appropriate. Find out about and identify some features of living things objects and events they observe; specifically relating to ourselves.</p>	<p>Move with confidence imagination and in safety. Show awareness of space, of themselves and of others.</p>	<p>Explore primary colours. Recognise and explore sounds. Respond in a variety of ways using their senses.</p>
<p>Autumn 2 <i>Seasons and Celebrations</i></p>	<p>Celebrating Differences</p> <p>I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me. I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>Hear and say sounds in words in the order in which they occur. Retell narratives in the correct sequence, drawing on language patterns of stories.</p>	<p>Count reliably up to 10 everyday objects. Talk about, recognise and recreate simple patterns.</p>	<p>Look closely at similarities, differences, patterns and change. Find out about their environment, and talk about those features they like and dislike.</p>	<p>Move with control and co-ordination. Use a range of small and large equipment.</p>	<p>Explore texture. Sing simple songs from memory. Match movements to music.</p>

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<p>Spring 1 <i>Winter/</i> <i>Minibeasts</i></p>	<p>Dreams and Goals I understand that if I persevere I can tackle challenges. I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I understand the link between what I learn now and the job I might like to do when I'm older. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Use language to imagine and recreate roles and experiences. Use their phonic knowledge to write simple regular words.</p>	<p>Recognise numerals 1-20. Use language such as more or less to compare two numbers. Find one more or one less than a number from one to ten.</p>	<p>Look closely at similarities, differences, patterns and change. Find out about their environment, and talk about those features they like and dislike. Find out about and identify features of living things. Objects and events they observe.</p>	<p>Move with confidence, imagination and in safety, Travel around, under, over and through balancing and climbing equipment.</p>	<p>Explore shape and space through music and dance. Match movements to music.</p>
<p>Spring 2 <i>Minibeasts</i></p>	<p>Healthy Me I understand that I need to exercise to keep my body healthy. I understand how moving and resting are good for my body. I know which foods are healthy and not so healthy and can make healthy eating choices. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions. Show an understanding of story structures and how information can be found in non-fiction texts to answer questions about where, who, why and how. Write labels and captions.</p>	<p>Begin to relate addition to combining two groups of objects. Use everyday words to describe position.</p>	<p>Find out about and identify features of living things. Objects and events they observe.</p>	<p>Travel around, under, over and through balancing and climbing equipment. Recognise the importance of keeping healthy and those things which contribute to this.</p>	<p>Explore design.</p>

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<p>Summer 1</p> <p><i>Travel and Transport</i></p>	<p>Relationships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.</p>	<p>Write simple sentences. Write using simple punctuation.</p>	<p>To relate subtraction to taking away. Use language to describe shape and size of solids. Use mathematical ideas and methods to solve practical problems.</p>	<p>Find out about the natural world. Begin to know about their own cultures and beliefs and those of other people. Find out about past and present events in their own lives/other people they know. Talk about the features of their own immediate environment and how they may vary from one another. Find out about the past. Find out about and identify features in the place they live.</p>	<p>Show awareness of space, of themselves and of others. Use a range of small and large equipment.</p>	<p>Explore secondary colours. Recognise sound patterns and repeated sounds. Explore colour mixing.</p>
<p>Summer 2</p> <p><i>Pets and Animals</i></p>	<p>Changing Me</p> <p>I can name parts of the body. I can tell you some things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.</p>	<p>Speak Clearly and audibly with confidence and control and show awareness of the listener. Use their phonic knowledge to write more complex words.</p>	<p>Begin to relate addition to combining two groups of objects. Use developing mathematical ideas and methods to solve practical problems. Using everyday language to talk about capacity, distance, weight, time and money</p>	<p>.</p>	<p>Show awareness of space, of themselves and of others. Use a range of small and large equipment.</p>	<p>Explore form and space. Recognise sound patterns and repeated sounds.</p>

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<i>Continuous objectives</i>	<p>Every child is a unique child, who is constantly learning and can be resilient, confident, capable and self-assured.</p> <p>Children learn to be strong and independent through positive language.</p> <p>Children learn and develop well in enabling environments, in which experiences respond to their individual needs.</p> <p>Children develop and learn in different ways and at different rates.</p>	<p>Interact with others negotiating plans and activities taking turns in conversation.</p> <p>Enjoy listening to and using spoken and written language and readily turn to it in their play and learning.</p> <p>Extend their vocabulary exploring the meanings and sounds of new words.</p> <p>Use talk to clarify thinking.</p> <p>Link sounds to letters naming and sounding the letters of the alphabet.</p> <p>Read a range of familiar and common words and simple sentences independently.</p> <p>Attempt writing for different purposes.</p> <p>Form recognisable letters.</p>	<p>Use vocabulary involved in addition and subtraction.</p> <p>Use language such as greater, smaller, heavier or lighter to compare quantities.</p>	<p>Ask questions about why things happen and how things work.</p> <p>Select tools and techniques appropriately they need to shape, assemble and join materials they are using.</p> <p>Find out about and identify the uses of everyday technology & use ICT to support their learning.</p> <p>Make observations of animals and explain why some things occur and talk about changes.</p>	<p>Handle tools, objects, construction and malleable materials safely.</p>	<p>Use their imagination in art and design, music, dance, imaginative and role play and stories.</p> <p>Express and communicate their ideas, thoughts and feelings creatively.</p>