



Long Term Plan

Year: R

Teacher/s: AC & CS

Curriculum Area	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2				
	Tell Me A Story	All that Sparkles and Shines	Superheroes	Things that go	God's Creatures	God's Wonderful World				
RE	Myself Welcome Birthday		Celebrating Gathering Growing		Good News Friends Our World					
PSED	<p>Class rules and weekly routines Dojo Points Class stars Line up alphabetically Learn names & form relationships Tidy up well Use learning areas correctly / independently Change for PE</p> <p>Aware of the boundaries set, and of behavioural expectations in the setting. MF&B 40-60</p>	<p>Initiates conversations, attends to and takes account of what others say. MR 40-60</p> <p>Confident to speak to others about own needs, wants, interests and opinions. SCSE 40-60</p> <p>Sharing & Turn taking SCSE ELG</p> <p>Talk about feelings MF&B ELG</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. MR 40-60</p> <p>Can describe self in positive terms and talk about abilities. SCSE 40-60</p> <p>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. MF&B 40-60</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. MR 40-60</p> <p>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. MF&B 40-60</p> <p>Confident to speak in a familiar group SCSE ELG</p>	<p>Children take account of one another's ideas about how to organise their activity. MR ELG</p> <p>Confident to try new activities, say what activities they like. They say when they do or don't need help. SCSE ELG</p> <p>Talk about behaviour and consequences. MF&B ELG</p>	<p>Sensitivity to others' needs and feelings, and form positive relationships MR ELG</p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. MF&B ELG</p>				
Communication & Language	<p>Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention - still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). L&A 30-50</p> <p>Understands use of objects (e.g. 'What do we use to cut things?') Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. U 30-50</p> <p>Beginning to use more complex sentences to link</p>		<p>Maintains attention, concentrates and sits quietly during appropriate activity. L&A 40-60</p> <p>Understands humour, e.g. nonsense rhymes, jokes. U 40-60</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Introduces a storyline or narrative into their play.</p>		<p>Responds to instructions involving a two-part sequence. U 40-60</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. U 40-60</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. S 40-60</p> <p>Links statements and sticks to a main theme or intention. S 40-60</p>		<p>Two-channelled attention - can listen and do for short span. L&A 40-60</p> <p>Able to follow a story without pictures or props. U 40-60</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. U ELG</p> <p>Extends vocabulary,</p>		<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. L&A ELG</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and</p>	

	<p>thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>S 30-50</p>				<p>especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>S 40-60</p> <p>They develop their own narratives and explanations by connecting ideas or events. S ELG</p>	<p>future forms accurately when talking about events that have happened or are to happen in the future. S ELG</p>
<p>Physical Development</p>	<p>Pencil grip drawing lines and circles talk about own needs change for PE understand need for safety hygiene</p> <p>Experiments with different ways of moving. M&H 40-60</p> <p>Jumps off an object and lands appropriately. M&H 40-60</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food. H&SC 40-60</p> <p>Usually dry and clean during the day. H&SC 40-60</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. M&H 40-60</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. M&H 40-60</p> <p>Shows a preference for a dominant hand. M&H 40-60</p>	<p>Healthy eating Exercise Hygiene</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. M&H 40-60</p> <p>Uses simple tools to effect changes to materials. M&H 40-60</p> <p>Begins to form recognisable letters. M&H 40-60</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Handles tools, objects, construction and malleable materials safely and with increasing control. M&H 40-60</p> <p>Shows understanding of how to transport and store equipment safely. H&SC 40-60</p> <p>Practices some appropriate safety measures without direct supervision. H&SC 40-60</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. M&H 40-60</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. H&SC ELG</p>	<p>sun and water safety</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. M&H ELG</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet</p>

		Begins to use anticlockwise movement and retrace vertical lines. M&H 40-60	H&SC 40-60 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks H&SC 40-60			independently. H&SC ELG
PE	Learn to change Warm up on a spot Use parachute Gymnastics – moving on equipment & jumping	Use of equipment to travel and balance	Bean bag / Ball skills	Dance – Initiates new combinations of movement to express feelings, ideas and experiences.	Invasion Games	Multi Skills
Literacy	Writing names, captions & notes Traditional Tales Nursery Rhymes Recipe books Story sequencing	Poetry Cards & letters to Santa Writing Invitations & Labels	Non-fiction People Who Help Us Fact file Wanted Posters	Writing Instructions Writing a recount Begins to read simple sentences. R 40-60	Non-fiction Animals Fact file Fairy Tales Writing Stories	Writing post cards Writing a diary
	Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. 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. R 30-50		Can segment the sounds in simple words and blend them together and knows which letters represent some of them. R 40-60 Begins to read words R 40-60 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. R 40-60 Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Can segment the sounds in simple words and blend them together. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts. W 40-60		Enjoys an increasing range of books. R 40-60 Knows that information can be retrieved from books and computers. R 40-60	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others R ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. W 30-50					

	Links sounds to letters, naming and sounding the letters of the alphabet. Hears and says the initial sound in words. R 40-60				W ELG
	Authors to experience - Julia Donaldson / Shirley Hughes / Jill Murphy / Claire Freedman / Nick Sharratt / Eric Carle / Nick Butterworth/ Lauren Child / Mick Inkpen / Judith Kerr / Pat Hutchins				
Maths	<p>Recognises numerals to 10</p> <p>Counts objects to 10</p> <p>Counts out up to six objects from a larger group.</p> <p>Selects the correct numeral to represent 10 objects.</p> <p>Counts an irregular arrangement of up to 10 objects. Orders numbers to 10 Writes numbers to 10 Uses the language of 'more' and 'fewer' to compare two sets of objects. N 40-60</p> <hr/> <p>Beginning to use mathematical names for 'flat' 2D shapes and describe their properties Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Beginning to use everyday language related to money. SSM 40-60</p> <hr/> <p>Use every day language to talk about size, length and weight They recognise, create and describe patterns. SSM ELG</p>	<p>Recognises numerals to 20 Counts objects to 20 Selects correct numeral to 20 Orders numbers to 20 Writes numbers to 20 Counts actions or objects which cannot be moved. Estimates how many objects they can see and checks by counting them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. Finds the total number of items in two groups by counting all of them. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. N 40-60</p> <hr/> <p>Add and subtract two single digit numbers. Count on / count back to calculate Sharing N ELG</p> <hr/> <p>Beginning to use mathematical names for 'solid' 3D shapes, and mathematical terms to describe shapes. Orders two items by weight or capacity SSM 40-60</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Selects a particular named shape.</p> <hr/> <p>N 40-60</p> <hr/> <p>Doubling Halving N ELG</p> <hr/> <p>Orders two or three items by length or height. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways. SSM 40-60 Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. SSM ELG</p> <hr/> <p>Days of the week Months of the year Measures length Exceeding SSM</p>		
Understanding The World	The World - Looks closely at similarities, differences, patterns and change. 40-60				
	People & Communities - Enjoys joining in with family customs and routines. 40-60				
	ICT - Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. 40-60				
	How I am the same / different to others TW ELG Children talk about past and present events in their own lives and in the lives of family members P&C ELG Food & cooking	Birthdays Autumn Changing sounds How I celebrate Christmas Firework Night	Shrove Tuesday They know about similarities and differences between themselves and others - Chinese New Year Winter Water - Ice	How I celebrate Easter Spring Material classification - wood/metal/plastic	Life Cycles - order caterpillars & get tadpoles Animal classification - land/sky/water Names for baby animals

	Woods and Forests Harvest Learning to use IWB, Class computer & Learnpads		Arctic & Antarctic icy lands Magnets Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. T ELG		Water - sinking and floating waterproof	Sun - shadow play
Expressive Arts & Design	Uses simple techniques competently and appropriately – finger and hand printing, printing with vegetables and objects, sponge painting, splatter painting, marble painting, bubble painting, crayon rubbing, marbling, oil pastels, charcoal blending, chalks EM&M 40-60					
	Introduce instruments Colour recognition and mixing Singing nursery Rhymes Drawing recognisable people Scissor control Plays alongside other children who are engaged in the same theme.	Christmas play Firework Pictures Begins to build a repertoire of songs and dances. Textures Manipulates materials to achieve a planned effect – Christmas crafts	Combining media Learning to use tools - hole punch, staplers, treasury tags, split pins Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.	Constructs with a purpose in mind, using a variety of resources – junk modelling vehicles Selects tools and techniques needed to shape, assemble and join materials they are using. – junk modelling & book making	Selects appropriate resources and adapts work where necessary – free choice Plays cooperatively as part of a group to develop and act out a narrative.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. BI ELG
Role Play	Home	Shop / Post Office	Café/Restaurant	Police/doctor/opticians	Vet	Baby Clinic
Trips / Visitors / Special Days	Walk to Linford Woods Build-A-Bear Workshop	Party Day Christmas Play	Nurse visit Superhero dress up day	Visit from Police Car/ Ambulance	Herrings Green Farm visit Vet visitor	Walk around Neath Hill Water Fun Day
Parent Involvement	Home visits baseline sessions informal parents evening Watch Me Learn Sessions – phonics	Watch Me Learn Sessions - maths	Watch Me Learn Sessions – phonics Parent's Evening	Watch Me Learn Sessions - maths	Watch Me Learn Sessions - phonics	Watch Me Learn Sessions - maths
Tell Me A Story Friday 3pm Ongoing throughout the year						