

Bolton’s CE Primary School-Reception Long Term Plan 2017-2018

The topics we introduce are starting points for the children’s play and learning and we are keen to develop topics following the children’s interests and ideas. The topics that we cover are very flexible and interest driven by the children we have in the setting. There are a lot of topic linked learning opportunities available during the Child Initiated time, but the children are also able to access other resources if their interests and learning take them in other directions.

**Key religious festivals will be planned for throughout the year as they occur, these include: Harvest, Diwali, Bonfire Night, Remembrance Day, Christmas, Chinese New Year, Mothering Sunday and Easter.**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes		Starting School Marvellous me	When I grow up...	Let’s go on an adventure	Food, Glorious Food	Once upon a time	The Great Outdoors
3 Prime Areas of Learning & Development	Personal, Social and Emotional Development	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> <li>•Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</li> <li>•Children are confident to try new activities, and say why they like some activities more than others. 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 say when they do or don’t need help.</li> <li>•Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. 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.</li> </ul>					
	Physical Development	<p>SEAL: New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people. To have acceptance for one another.</p>	<p>SEAL: Getting on and falling out. How to deal with anger e.g. when someone has taken a toy Bonfire night safety.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To encourage respect for other people. To have acceptance for one another.</p>	<p>SEAL: Going for Goals Board Games – taking turns – snakes and ladders/ supermarket game/ fishing for numbers – can they invent their own board game with rules.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To contribute positively to the lives of others and of living things.</p>	<p>SEAL: Good to be me Feelings – looking at facial expression.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To learn to tolerate and harmonise between different traditions. To respect one another’s boundaries. To learn to understand and abide by rules and the law.</p>	<p>SEAL: Relationships.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To learn to understand and abide by rules and the law.</p>	<p>SEAL: Changes -Transition to Year 1 – getting ready. Nursery children to visit, discuss how they could help next year’s new Reception class.</p> <p><b>British values:</b> To develop self-esteem, self-knowledge and self-confidence. To respect and enjoy the world we live in.</p>
		<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</li> </ul>					

		<p><b>Gross motor:</b> Cooperation games i.e. parachute games. Different ways of moving to be explored with children.</p> <p><b>Fine motor:</b> Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp</p>	<p><b>Gross motor:</b> Ball skills- throwing and catching. Crates play- climbing.</p> <p><b>Fine motor:</b> Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p><b>Gross motor:</b> Ball skills- aiming, dribbling, pushing, patting, or kicking.</p> <p><b>Fine motor:</b> Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p><b>Gross motor:</b> Balance- children moving with confidence through dance related activities</p> <p><b>Fine motor:</b> Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p><b>Gross motor:</b> Obstacle activities- children moving over, under, through and around equipment</p> <p><b>Fine motor:</b> Develop pencil grip and letter formation continually</p>	<p><b>Gross motor:</b> Races to consider for Sports Day- Spider race (children to move on hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton).</p> <p><b>Fine motor:</b> Form letters correctly</p>
	<p>Communication and Language</p>	<p><u>Early Learning Goals</u></p> <ul style="list-style-type: none"> <li>•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.</li> <li>•Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>•Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</li> </ul> <p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>Learn to speak with confidence during circle/carpet times.</li> <li>Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>Learn new vocabulary relating to topics.</li> </ul>					

4 specific areas of learning and development	Literacy	<p><u>Reading need to do</u></p> <ul style="list-style-type: none"> <li>•Read some common irregular words.</li> <li>•Identify rhymes and alliteration.</li> <li>•Join in with rhyming patterns.</li> <li>•Read &amp; understand simple sentences.</li> <li>•Demonstrate understanding when talking with others about what they have read.</li> <li>•Make basic predictions.</li> <li>•Identify start &amp; end of a sentence</li> </ul> <p><u>Early Learning Goals</u></p> <p>•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 about what they have read.</p> <p>•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</p>					<p><u>Writing need to do</u></p> <ul style="list-style-type: none"> <li>•Write simple sentences which can be read by themselves &amp; others.</li> <li>•Write name (correct upper &amp; lower case).</li> <li>•Use capital letters and full stops to demarcate sentences.</li> </ul>				
	Phonics	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 4				
	Mathematics	<p><u>Maths need to do</u></p> <ul style="list-style-type: none"> <li>•Count reliably to 20.</li> <li>•Order numbers 1 –20.</li> <li>•Say 1 more/1 less to 20.</li> <li>•Add &amp; subtract two single digit numbers.</li> </ul> <p><u>Early Learning Goals</u></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. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <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. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>									
		Counting & recognition. 2D shapes Money Addition & subtraction	Counting & recognition. Size, weight & capacity Addition & subtraction 3D shapes Time	Counting & recognition. Addition & subtraction Doubling, halving & sharing Position & measure							
	Understanding of the World	<p><u>Early Learning Goals</u></p> <p>•Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. 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. They talk about the features of their own immediate environment and how environments might vary from one another. 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. They select and use technology for particular purposes.</p>									
	<p><b>People and communities:</b> Me and my school</p> <p><b>The world:</b> Autumn Harvest</p>	<p><b>People and communities:</b> Diwali People who help us</p> <p><b>The world:</b> Christmas</p>	<p><b>People and communities:</b> New Year Chinese New Year</p> <p><b>The world:</b> Winter</p>	<p><b>People and communities:</b> Pancake Day Easter Mother's Day</p> <p><b>The world:</b></p>	<p><b>People and communities:</b> St George's Day Father's Day</p> <p><b>The world:</b> Spring</p>	<p><b>People and communities:</b> Getting to know new teacher</p> <p><b>The world:</b> Summer</p>					

			Winter		Spring Plants	Plants	Holiday destinations- topic theme.
Technology	Everyday technology- Effective use of IPADS and IWB Beebots and laptops	Everyday technology- Mouse control/ keyboard skills Beebots and laptops	Everyday technology- Beebots and laptops (use independently with confidence)	Everyday technology- keyboard skills- typing our names and words	Everyday technology- keyboard skills- typing sentences	Photos and videos Beebots and laptops	
Expressive Arts and Design	<u>Early Learning Goals</u> <ul style="list-style-type: none"> <li>•Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>•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.</li> </ul>						
	Paint/colours/ Texture- Explores what happens when they mix colours. Experiments to create different textures. Music with Mr Clarke	Painting Techniques Uses simple tools and techniques competently and appropriately. Music with Mr Clarke	Materials-Junk Modelling Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Music with Mr Clarke	Cooking- fruit salads/smoothies Music with Mr Clarke	Techniques-Printing Chooses particular colours to use for a purpose. Music with Mr Clarke	Malleable Materials-Clay modelling Constructs with a purpose in mind, using a variety of resources. Music with Mr Clarke	
RE	Following the Cumbria RE syllabus						

Themes will be developed to suit the interests of the children in Class R in 2017-18 where possible. The same objectives can be taught through a variety of topics. All themes are suggestions and may change depending upon the children and their own interests and knowledge.