

## Long Term Plan Reception 2020-21

The EYFS at Dalmain is proudly play based. We teach children key skills taken from the Early Year's curriculum in the context of an environment that we generate in collaboration with the children and in response to their interests. Whilst we have broad topic areas each term these are flexible and we plan our provision from week to week based on what we observe in the children's independent learning- if they are curious to learn about something or we feel there is a need for more focus on a particular skill we will plan learning activities accordingly. This plan outlines some of the key skills and topic areas we are likely to cover each term but it is important to remember that every child's learning journey is unique.

Term	Topic	<i>Topic</i>		
<b>Autumn</b>	<b>Outside Inside</b>	<b>Knowing yourself/ Festivals</b>		
	<b>Literacy Tree- Where the Wild Things Are, Bringing the Rain to Kapiti Plain/Anansi</b>	<b>Mixed, The Colour Monster, Hair Love</b>	<b>Literacy Tree- I am Henry Finch, Look Up, Halibut Jackson</b>	<b>Rama and Sita, Stick Man, The Jolly Christmas Postman</b>
	<b>Social and Emotional development</b>		<b>Social and Emotional development</b>	
	<ul style="list-style-type: none"> <li>- Children take turns with adult support</li> <li>- Children show sensitivity to other children's feelings and form positive relationships with other children</li> <li>- Children take account of other children's ideas about how to organise their activity</li> </ul>		<ul style="list-style-type: none"> <li>- Children begin to take turns independently</li> <li>- Children work as part of a group, playing co-operatively</li> <li>- Children begin to negotiate independently</li> <li>- Children are confident about their own needs and wants, they are confident to choose activities and try something new</li> </ul>	
	<b>Physical development</b>		<b>Physical development</b>	
<ul style="list-style-type: none"> <li>- Children develop gross motor skills, moving around the playground safely without bumping into things</li> <li>- Children are encouraged to use one handed tools to develop fine motor skills</li> </ul>		<ul style="list-style-type: none"> <li>- Children develop good control when using resources and small equipment</li> <li>- Children begin to understand the importance of good health and physical exercise</li> <li>- Children begin to access the woodworking tools, developing fine motor skills</li> </ul>		
<b>Communication and Language</b>		<b>Communication and Language</b>		
<ul style="list-style-type: none"> <li>- Children are encouraged to talk about themselves and express their needs and interests to their friends</li> <li>- Children begin to get used to taking turns to listen and talk in a wide range of situations</li> </ul>		<ul style="list-style-type: none"> <li>- Children maintain attention when listening to others in a range of contexts</li> <li>- Children ask questions and make comments which show they understand what is being discussed</li> <li>- Children respond to instructions with two or more parts</li> </ul>		
<p style="text-align: center;"><b>Safeguarding</b></p> <p>-Talking about rules of the school and how to stay safe at school</p> <p>-Talking about strangers, how to stay safe- computers, e-safety</p> <p>-Talking about bullying – what does bully mean and what can you do if you think someone is being bullied</p>	<b>Literacy and Maths</b>	<b>Literacy and Maths</b>		
	<ul style="list-style-type: none"> <li>- Children begin to independently stretch the words they want to write and hear the first sound, using a sound mat to write it down.</li> <li>- Children are able to recognise their name label and some sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Children begin to use phonic knowledge to decode CVC words (eg cat, dog)</li> <li>- Children segment CVC words by stretching them. They hear and write the sounds.</li> <li>- Children can read some common irregular words (the, to, no, go, I)</li> </ul>		
	<ul style="list-style-type: none"> <li>- Children use counting in their play and are encouraged to solve maths problems by arranging objects and moving them around.</li> <li>- Children use everyday language to talk about size to compare objects and solve problems</li> </ul>	<ul style="list-style-type: none"> <li>- Children count 20 objects confidently</li> <li>- Children begin to count on to solve single digit addition problems and to count back to solve subtraction problems</li> <li>- Children recognise, create and describe simple patterns.</li> </ul>		
	<b>Understanding the World</b>	<b>Understanding the World</b>		
<ul style="list-style-type: none"> <li>- Children talk about how they celebrate special occasions in their family</li> <li>- Children explore the garden and talk about the living things they find</li> </ul>	<ul style="list-style-type: none"> <li>- Children talk about the different festivals that are celebrated around the world</li> <li>- Children understand and are sensitive to the fact that everyone is different and that other children might enjoy different things</li> </ul>			
<b>Creative Arts and Design</b>	<b>Creative Arts and Design</b>			
<ul style="list-style-type: none"> <li>- Children are encouraged to construct with a purpose in mind to create something new</li> <li>- Children begin to work creatively with others, with support</li> </ul>	<ul style="list-style-type: none"> <li>- Children become confident about selecting their own resources to make and change their creation.</li> <li>- Children play cooperatively as part of a group</li> </ul>			

	<b>Telling a Tale</b>		<b>Sowing a Seed</b>	
<b>Spring</b>	<b>Literacy Tree- The Magic Paintbrush, Little Red,</b>	<b>The Gingerbread Man, The Ugly Duckling, The Three Billy Goats Gruff, You Choose</b>	<b>Literacy Tree- The Tiny Seed, I Will Never Ever Not Eat a Tomato</b>	<b>The Very Hungry Caterpillar, Titch, The Extraordinary Gardener, Katie and the Sunflowers</b>
	<b>Social and Emotional development</b>		<b>Social and Emotional development</b>	
	<ul style="list-style-type: none"> <li>- Children can talk about their own and others feelings</li> <li>- Children take account of one another's feelings and needs and form positive relationships with a wide range of children in the class</li> <li>- Adults mediate when children disagree. Children can listen to one another and change their behaviour accordingly</li> </ul>		<ul style="list-style-type: none"> <li>-Children are confident to talk in front of the class and understand that this is part of their learning</li> <li>-Children know ways to manage their feelings and are beginning to use these to maintain control of their own behaviour</li> <li>- Children are supported to develop strategies for resolving their disagreements</li> </ul>	
	<b>Physical Development</b>		<b>Physical Development</b>	
	<ul style="list-style-type: none"> <li>- Children develop fine motor skills by fine work such as weaving and stitching</li> <li>- Children continue to develop confidence in climbing, hanging, swinging and coming down the fireman pole</li> </ul>		<ul style="list-style-type: none"> <li>- Children begin to think and talk about different kinds of foods and the importance of a healthy diet</li> <li>- Children are encouraged to use A-Frames, hoola hoops and skipping ropes to learn new physical skills and ways of moving</li> <li>- Children continue to develop fine motor skills through various manual work</li> </ul>	
<b>Communication and Language</b>		<b>Communication and Language</b>		
<ul style="list-style-type: none"> <li>- Children use expressive language, showing awareness of a listeners needs.</li> <li>- Children develop their own narratives and explanations by connecting ideas or events.</li> </ul>		<ul style="list-style-type: none"> <li>- Children are able to give their attention to what others say, and respond appropriately, whilst engaged in another activity</li> <li>- After listening to stories children are able to express views about events or characters in the story and answer questions about why things happened.</li> </ul>		
<b>Safeguarding</b>  Focus on e-safety and how to be safe online Sharing information with parents so that they understand the risk of unsupervised internet use	<b>Literacy and Maths</b>		<b>Literacy and Maths</b>	
	<ul style="list-style-type: none"> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds</li> <li>- Children can read some common irregular words (he, she, we, etc.)</li> <li>- Children develop a deeper understanding of story structure and understand that stories need a beginning, middle and ending</li> <li>- Children talk about weights and measures. They are able to order 3 items by size, weight or capacity</li> <li>- Children can order numbers up to 20 and say which number is one more or one less than any given number</li> <li>- Children think and talk about the relationship between 1s and 10s and begin to talk about how large numbers are formed</li> <li>- They solve problems including doubling, halving and sharing</li> </ul>		<ul style="list-style-type: none"> <li>- Children begin to read and understand simple sentences, using phonic knowledge to decode regular words and reading them aloud</li> <li>- Children can read some common irregular words (was, you, are etc.)</li> <li>- Children begin to use key features of narrative in their writing with support</li> <li>- Children explore the characteristics of 2D and 3D shapes and use mathematical language to describe them</li> <li>- Children are encouraged to estimate when thinking about quantity, capacity, weight and measurement and to check using mathematical means</li> <li>- Children independently solve mathematical problems in their play and are able to use mathematical reasoning to explain answers</li> </ul>	
	<b>Expressive Arts and Design</b>		<b>Expressive Arts and Design</b>	
	<ul style="list-style-type: none"> <li>- Children select appropriate resources and adapt work where necessary to create and change a piece of music, art, picture or model</li> <li>- Children introduce a storyline or narrative into their play</li> </ul>		<ul style="list-style-type: none"> <li>- Children sing songs, make music and dance. They experiment with ways of changing their creative output.</li> <li>- They safely use and explore a wide variety of materials, tools and techniques experimenting with colour, design, texture, form and function.</li> </ul>	
<b>Understanding the World</b>		<b>Understanding the World</b>		
<ul style="list-style-type: none"> <li>- Children use ICT to capture and document a series of events or experiences</li> <li>- Children are able to talk about the properties of some materials and suggest the purposes they are used for</li> </ul>		<ul style="list-style-type: none"> <li>- Children make close observations of animals and plants</li> <li>- They explain why things occur and talk about the changes they have noticed happening in the natural world</li> <li>- Children recognise that a range of technology is used in places such as schools, homes and workplaces</li> <li>- Children are able to select and use technology for particular purposes</li> </ul>		

	Strength of Mind		Family and Friends	
<p><b>Summer</b></p> <p>PE has not been explicitly taught this year.</p>	Literacy Tree- The Night Pirates, Willy the Wimp	Clean Up, Somebody swallowed Stanley, Supertato	Literacy Tree- Oi Frog, So Much	Art week- The Dot, Katie and the Starry night
	<p><b>Social and Emotional development</b></p> <ul style="list-style-type: none"> <li>- Children are able to explain their strategies for maintaining control of themselves</li> <li>- Children begin to play games with rules with adult support</li> <li>- Children continue to develop strategies for resolving conflicts</li> </ul>		<p><b>Social and Emotional development</b></p> <ul style="list-style-type: none"> <li>-Children play games with rules independently</li> <li>-Children understand that someone else point of view might be different from their own</li> <li>-Children resolve minor disagreements by listening to each other and coming up with a fair solution</li> </ul>	
	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>- Children learn to hop, skip while playing games or in time to music</li> <li>- Children are able to talk about the importance of exercise and healthy food</li> <li>- Children continue to develop gross and fine motor skills through play</li> </ul>		<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>- Children have good fine motor control and are able to form most letters correctly when writing</li> <li>- Children are able to independently dress and undress and use a knife and fork without adult support when eating</li> </ul>	
	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>- Children are able to carry out instructions which contain several parts in a sequence</li> <li>- Children show awareness of the listener by making changes to language and non verbal features</li> </ul>		<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>- Children recount experiences and imagine possibilities, often connecting ideas</li> <li>- They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events</li> </ul>	
<p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>- Talk about risks and why children need adults to look after them</li> <li>- Focus on people who help us and what to do in an emergency or if we get lost</li> <li>- Encouraging children to learn their home address</li> </ul>	<p><b>Literacy and Maths</b></p> <ul style="list-style-type: none"> <li>- Children use phonic, semantic and syntactic language to read phonically regular words of more than one syllable as well as many irregular, but high frequency words</li> <li>- Children begin to write simple sentences independently</li> <li>- Children independently use key features of narrative</li> <li>- Children use positional language confidently in their play and when explaining things to other</li> <li>- Children begin to understand, and talk about, the relationship between different mathematical operations</li> <li>- Children are encouraged to represent their mathematical thinking using graphic representations</li> </ul>		<p><b>Literacy and Maths</b></p> <ul style="list-style-type: none"> <li>- Children describe in their own words what they have read in fiction or non-fiction texts</li> <li>- Children begin to spell phonetically regular words of more than one syllable as well as many irregular, high frequency words</li> <li>- Children begin to use more ambitious sentence structures and vocabulary in their writing</li> <li>- Children are able to both solve and set maths challenges that involve adding, subtraction, doubling, halving and sharing</li> <li>- Children practise writing numbers correctly and using formal written systems to record their mathematical thinking</li> </ul>	
	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>- Children use what they have learned about media and materials in original ways, thinking about uses and purposes</li> <li>- They represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories</li> </ul>		<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Children select and use materials to work on processes that interest them.</li> <li>- Children talk about the processes which have led them to make in the way that they have</li> <li>- They can talk about features of their own and other work and recognise strengths and weaknesses</li> </ul>	
	<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect</li> <li>- Children are able to talk about the properties of some materials and suggest the purposes they are used for</li> </ul>		<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- Knows that the environment and living things are influenced by human activity- they can describe some of the actions that people in their community do to maintain the area they live in</li> <li>- Children use ICT independently, selecting appropriate devices and applications to meet particular needs</li> </ul>	