

Hollingwood Primary School – Long Term Plan – This is a working document and subject to updating and change

Reception

Term 1	Term 2	Term 3
Personal, Social and Emotional (Making relationships; Self-confidence and self-awareness; Managing feelings and behaviour)		
<p>Takes turns and shares resources- beginning to know what to do if someone is not sharing, has upset them</p> <p>Can select and use the resources in the classroom with help</p> <p>Talks about themselves, their home and community</p> <p>Aware of simple feelings such as tired, sad, happy and begins to understand some of the things which makes others feel sad</p> <p>Introduce the class rules and behaviour expectations of the setting</p>	<p>Can describe oneself in positive terms and can talk about their own abilities</p> <p>Aware of feelings such as anger, scared</p> <p>Beginning to be able to solve and negotiate different problems e.g. someone has taken their toy, someone has called them a name etc</p> <p>Confident to speak about their own needs, wants, interests and opinions</p>	<p>Transition to year 1- can adapt behaviour to different event, social situations and changes</p>
Communication and Language (Listening and attention; Understanding; Speaking)		
<p>Listening skills, games, rules- introduce to children. Practise these skills in games, using 2 step instructions, through listening to rhymes and stories</p> <p>Listening skills- oral blending and segmenting</p> <p>Understands use of objects e.g. what do we use to cut things?</p> <p>Shows understanding of positional language e.g. over, on top of</p> <p>Beginning to understand 'how' 'why' questions</p> <p>Children ask questions using where, what, when, who</p> <p>Play games to encourage use of words and, because</p> <p>Play sequencing games to retell simple past events</p>	<p>Listening skills, games, rules- introduce to children. Practise these skills in games, using 2 step instructions, through listening to rhymes and stories</p> <p>Responds to instructions involving a two part sequences</p> <p>Understands humour- nonsense jokes</p> <p>Able to follow a story without pictures or props</p> <p>Children ask a range of questions</p> <p>Children understand how and why questions</p>	<p>Continue to develop CLL skills towards the early learning goals</p>
Physical Development (Moving and Handling)		
<p>Can stand on one foot when shown</p> <p>Can move freely in different ways- slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>Experiments with different ways of moving</p> <p>negotiates space when playing running and catching games</p>	<p>Jumps off an objects and lands appropriately</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment</p> <p>Shows increasing control over an object pushing, patting, throwing, catching and kicking it</p> <p>Can catch a large ball</p>	<p>Shows increasing control over equipment such as tennis balls and rackets</p> <p>Enjoys balancing games such as hoops and beanbag races</p> <p>Use music and movement to express experiences, tell a narrative</p> <p><i>If needed repeat apparatus this term</i></p>
Physical Development (Health and self-care)		
<p>Learn how to wash hands correctly, routine for using toilet in classroom</p> <p>Learn how to tidy away outdoor equipment</p> <p>Learn how to use scissors safely</p> <p>Learn about good hygiene habits during snack and toilet time</p>	<p>Learn about healthy foods through snack and the outdoor garden</p> <p>Learn about drinking water and taking exercise</p> <p>Road safety- crossing roads safely</p>	<p>Learn about keeping safe in the home and what to do if you get lost</p>
Literacy (Reading)		
<p>Shows awareness of rhyme and alliteration</p> <p>Listens to and joins in with stories and poems</p> <p>Joins in with repeated refrains in stories</p> <p>Beginning to be aware of how stories are structured</p> <p>Describes main character, key event and setting</p> <p>Suggests a new ending for a story</p> <p>Recognises name and familiar logos</p> <p>Knows how to handle books carefully and can turn pages correctly</p> <p>Knows that English is read from l to r and top to bottom</p> <p>Can continue a rhyming string</p> <p>Knows the initial letter sound for a word</p> <p>Can orally blend and segment sounds in words</p> <p>Can say Phase 2 letter sounds when shown the grapheme</p> <p>Can read HF words from Phase 2 letters and sounds</p>	<p>Begins to read words/ sentences (based on ability) using sounds taught so far</p> <p>Is beginning to name phase 3 phonemes</p> <p>Is beginning to read HF words from phase 2 and 3 of letters and sounds including tricky words</p> <p>Enjoys an increasing range of books</p> <p>Uses vocabulary and forms of speech which are influenced by books e.g. once upon a time</p> <p>Uses narrative in their play activities</p> <p>Can retell a simple story using some story language and retelling the main events</p> <p>Begins to understand how non-fiction is used for answering questions and can sort fiction and non-fiction</p> <p>Begins to recognise a contents page</p> <p>Uses language such as beginning, middle, end, character, title, author, front cover, back cover, page</p> <p>Can answer simple questions about a text</p>	<p>Continue term 2 also...</p> <p>Begins to read sentences using sounds taught</p> <p>Can name phase 3 phonemes</p> <p>Can read most words from the Reception HF word list including tricky words</p> <p>Is beginning to attempt to read CVCC etc words from phase 4</p> <p>Is beginning to answer story questions using how and why</p>

Literacy (Writing)		
<p>Gives meaning to marks as they draw, write and paint Begins to break the flow of speech into words Continues a rhyming string Hears and says initial sounds Can segment sounds in words Uses some clearly identifiable letters to communicate meaning and represents some sounds correctly and in sequence Writing for a purpose- can write a card, a list and a label, a menu as well as writing based on interests (emergent if children are at this point) Can write own name or can write some letters in name Is beginning to hold their pencil using a pincher grip Can retrace vertical lines and draw anticlockwise circles Is beginning to form recognisable letters Can recognise, spell and is beginning to write phase 2 tricky words</p>	<p>Can write simple words using sounds learnt so far, for children who are ready, can write a simple sentence Writing for a purpose- introduce letters, captions, signs, stories based on interests Can write own name Can hold a pencil using a pincher grip Can write phase 2 sounds when they hear the sound first Is beginning to write phase 3 sounds Can recognise, spell and is beginning to write phase 2 and 3 tricky words taught so far Can write a range of letters using the correct series of movements</p>	<p>Continue term 2 work on writing Children can correctly form most letters, holding their pencil appropriately</p>
Mathematics (Numbers)		
<p>Recites numbers in order to 10 and then 20 Knows that numbers identify how many in a set Compares two sets of numbers, knows when they are the same Separates sets of 3 or 4 in different ways, recognises when they are the same Shows an interest in numerals in the environment Realises claps, steps, jumps can be counted Recognise numerals 1 to 5 and 5 to 10 Counts objects or actions which cannot be moved Counts objects to 10 Counts out up to 6 objects from a larger group Selects the correct numeral to represent 1 to 5, then 1 to 10 objects Counts an irregular arrangement of 10 objects Estimates how many they can see to 10 Uses language 'more' 'fewer' 'less' Says a number which is one more than a number Finds one more/ less of up to 5, then 10, practically Represents numbers using fingers, objects or drawings Takes part in mathematical problems Begin to use everyday language related to money</p>	<p>Revise any of term 1... In practical activities begins to use the vocabulary involved in addition Begins to use marks, objects, drawings to record addition In practical activities begin to use the vocabulary involved in subtraction Begins to use marks, objects, drawings to record subtraction Counts forwards and backwards to 20 Places numbers to 20 in order Begin to understand 1 less of a number During practical activities solve problems involving doubling Develop counting on as a strategy to add Solve practical problems relating to money</p>	<p>Revise any term 2... Begin to solve problems involving halving and sharing Solve practical problems relating to money, use language- pence, pounds, change, how much Use specific language in practical activities relating to adding, taking away, doubling, sharing and halving</p>
Mathematics (Shape, Space and Measure)		
<p>Use positional language Introduce names for common 3D shapes as well as language corner, side, straight, curved Can select a particular shape Practise repeating patterns</p>	<p>Revise term 1... Begin to explore capacity and weighing using the balance scale Practise repeating patterns Being to explore capacity during snack and water play Using non-standard measures to measure the size of plants, children, shoes etc Begin to use the timer to measure short periods e.g how quickly can we get ready for PE?</p>	<p>Revise term 2... Begin to set the clock to o clock time Continue to explore 3d shape and develop the use of the language solid and face</p>
Understanding Of The World (People and communities)		
<p>Shows interest in people who are familiar to them Remembers and talks about significant events Shows an interest in different celebrations Talks about similarities and differences between families Look at Eid, Diwali, Bonfire, Christmas</p>	<p>Shows an interest in different occupations and ways of life Talks about past and present events in their own lives and their family members lives Look at Chinese New Year, Mother's day, Easter</p>	<p>Knows that there are similarities and differences between themselves and others, communities and traditions Explore different environments- the city, the farm, the countryside</p>
Understanding Of The World (The World)		
<p>Can talk about things they have observed (Autumn walk) Knows how to care for certain things in our environment during Autumn and winter Looks at patterns and change relating to Autumn and Winter e.g. leaves, ice, snow</p>	<p>Can talk about things they have observed (Spring walk) Knows how to care for certain things in our environment during Spring Understand how to help plants grow</p>	<p>Can talk about things they have observed (Summer walk and picnic) Knows how to care for certain things in our environment during Summer Understand how to help plants grow</p>

Talk about what has happened and how during simple experiments	Looks at patterns and change relating to Spring Introduce recycling and how to recycle different materials If possible, chicks in class as part of Easter Develop how and why understanding during simple experiments	Looks at patterns and change relating to Summer Develop how and why understanding during simple experiments Trip to the farm term 5
Understanding Of The World (Technology)		
Knows how to operate simple equipment such as the beebot, camera, CD player and headphones Knows how to log onto computer using R Develop mouse skills using paint programme	Begin to use mouse to complete a simple game or programme Uses the keyboard to write own name or simple words, sentence Can use beebot toy independently	Can use the mouse to log onto a simple programme or game independently Can use the print and save button Can log on using own name
Expressive Arts and Design (Exploring and using media materials; Being Imaginative)		
<p>Creative (music and dance) Enjoys dancing and ring games Sings a few familiar songs Imitates movement in response to music Taps out a simple rhythm Explores how sounds can be changed</p> <p>Creative (art) Explores how colours can change Knows how to mix different colours Learns how to use glue sticks, selotape, hole punch Explore different textures during messy play, tactile and painting activities Explores media and effects e.g. marbling, bubble painting</p>	<p>Creative (music and dance) Builds a selection of songs and dances Use movement to express feelings Explores the different sounds of instruments Uses music to express feelings or experiences Makes up rhythms</p> <p>Creative (art) Continue from term 1...</p> <p>Continue to explore colour mixing Talk about how colours can be used for a purpose Learn how to use treasury tags, art straws and elastic bands Use different brushes, choosing for a purpose Begin to develop observational painting skills</p>	<p>Creative (music and dance) Builds a selection of songs and dances Use music and movement to express experiences, tell a narrative Explores the different sounds of instruments Makes up rhythms Look at music and instruments from different countries</p> <p>Creative (art) Continue from term 1...</p> <p>Continue to explore colour mixing Talk about how colours can be used for a purpose Learn how to use treasury tags, art straws and elastic bands</p>