

Reception Long Term Planning  
Early Learning Themes of Study/ Areas of Key Focus 2017-18

**Unique Child: Characteristics of Effective Learning**

*Topics will support the development of these characteristics*

<p><b>Playing and Exploring- Engagement</b></p> <p><b>Finding out and exploring:</b></p> <ul style="list-style-type: none"> <li>- showing curiosity about objects, events and people</li> <li>- using senses to explore the world around them</li> <li>- engaging in open-ended activity</li> <li>- showing particular interests</li> </ul> <p><b>Playing with what they know:</b></p> <ul style="list-style-type: none"> <li>- pretending that objects are things from their experience</li> <li>- representing their experiences in play</li> <li>- taking on a role in their play</li> <li>- acting out experiences with other people</li> </ul> <p><b>Being willing to 'have a go'</b></p> <ul style="list-style-type: none"> <li>- initiating activities</li> <li>- Seeking challenge</li> <li>- Showing a 'can do' attitude</li> <li>- Taking a risk, engaging in new experiences, and learning from failures</li> </ul>	<p><b>Active Learning- Motivation</b></p> <p><b>Being involved and concentrating:</b></p> <ul style="list-style-type: none"> <li>- maintaining focus on their activity for a period of time</li> <li>- showing high levels of energy, of fascination</li> <li>- not easily distracted</li> <li>- paying attention to details</li> </ul> <p><b>Enjoying achieving what they set out to do:</b></p> <ul style="list-style-type: none"> <li>- showing satisfaction in meeting their own goals</li> <li>- being proud of how they accomplished something- not just the end result</li> <li>- enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul> <p><b>Keep on trying:</b></p> <ul style="list-style-type: none"> <li>- persisting with activity when difficulties occur</li> <li>- showing a belief that more effort or a different approach will pay off</li> <li>- trying hard</li> </ul>	<p><b>Creating and Thinking Critically- Thinking</b></p> <p><b>Having their own ideas:</b></p> <ul style="list-style-type: none"> <li>- thinking of ideas</li> <li>- finding ways to solve problems</li> <li>- finding new ways to do things</li> </ul> <p><b>Making links:</b></p> <ul style="list-style-type: none"> <li>- making links and noticing patterns in their experiences</li> <li>- making predictions</li> <li>- testing their ideas</li> <li>- developing ideas of grouping, sequences, cause and effect</li> </ul> <p><b>Choosing ways to do things:</b></p> <ul style="list-style-type: none"> <li>- planning, making decisions about how to approach a task and reach a goal</li> <li>- monitoring how effectively things are going</li> <li>- changing strategy as needed</li> <li>- reviewing how well the approach worked</li> </ul>
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Season	Autumn	Winter	Spring	Summer		
Festivals	Eid	Diwali Bonfire Night Halloween Christmas Remembrance Day Children in Need	New Year Chinese New Year Valentines Day Pancake Day	St David's Day St Patrick's Day Sport Relief Mothers' Day Easter	St George's Day	Ramadan and Eid Child Safety Week Butterfly Awareness Day World Oceans Day Fathers' Day
Prime Areas						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>● Making Relationships</li> <li>● managing feelings and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Making Relationships</li> <li>● self-confidence and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>● self-confidence and self-awareness</li> <li>● managing feelings and behaviour</li> <li>● Making Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Making Relationships</li> <li>● self-confidence and self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>● Making Relationships</li> <li>● managing feelings and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● self-confidence and self-awareness</li> <li>● Making Relationships</li> <li>● managing feelings and behaviour</li> </ul>
Communication and Language: continuous strand	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>	<ul style="list-style-type: none"> <li>● listening and attention</li> <li>● understanding</li> <li>● speaking</li> </ul>

<b>Physical Development: continuous strand</b>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>	<ul style="list-style-type: none"> <li>● moving and handling</li> <li>● health and self-care</li> </ul>
<b>Specific Areas</b>						
<b>Literacy: continuous strand</b>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>	<ul style="list-style-type: none"> <li>● reading</li> <li>● writing</li> </ul>
<b>Mathematics: continuous strand</b>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>	<ul style="list-style-type: none"> <li>● Numbers</li> <li>● Shape, Space and Measures</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>	<ul style="list-style-type: none"> <li>● Exploring and using media and materials</li> <li>● being imaginative</li> </ul>
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>	<ul style="list-style-type: none"> <li>● People and Communities</li> <li>● The world</li> </ul>
<b>ICT</b>	<ul style="list-style-type: none"> <li>● e-safety: careful handling of devices; time limit on devices.</li> <li>● programming: mouse, touchpad or touch screen to control objects on a screen; exploring with floor robots.</li> <li>● multimedia: making a portrait with a paint program or app.</li> </ul>		<ul style="list-style-type: none"> <li>● e-safety: class e-safety rules; tell an adult; ask before using internet.</li> <li>● programming: turns on equipment; floor robot retelling a story.</li> <li>● multimedia: drawing characters in a story with a paint program or app; looking at topic related videos and resources online; taking photos.</li> <li>● handling data: sorting objects; developing mouse skills.</li> </ul>		<ul style="list-style-type: none"> <li>● e-safety: pop-ups and in-app purchases; being kind to my friends.</li> <li>● programming: control programs; open ended online activities to practise mouse and touch skills.</li> <li>● multimedia: create a picture for the topic using a paint program or app; create an electronic book; taking photos.</li> <li>● handling data: sorting objects and pictures; pictograms.</li> </ul>	
<p>Ongoing ICT strand: develop understanding of purpose of use; develop personal responsibility.</p>						