

# Long Term Planning 2016-17 Reception Miss Snel

YELLOW up to 30months BLUE 30-50months RED 40-60months GREEN 60+months

	The wonderful world of me!	People who help us	The big Blue	Wild Wisborough
<b>PSED</b>	<p>Can play in a group, extending and elaborating play ideas.</p> <p>Keeps play going by responding to what others are saying or doing.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Can select and use activities and resources with help.</p>	<p>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Takes steps to resolve conflicts with other children.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Understands that own actions affect other people.</p> <p>Can describe self in positive terms and talk about abilities.</p>	<p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>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.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>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.</p>
<b>Communication</b>	<p>Shows interest in play with sounds, songs and rhymes.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Asks questions why things happen and gives explanations.</p> <p>Is able to follow directions</p>	<p>Uses a range of tenses (e.g. <i>play</i>, <i>playing</i>, <i>will play</i>, <i>played</i>).</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Beginning to understand 'why' and 'how' questions</p> <p>Introduces a storyline or narrative into their play.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Two-channelled attention - can listen and do for short span.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Understands humour.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</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</p> <p>Children express themselves effectively, showing awareness of listeners' needs.</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.</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>

	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>			
<b>Physical</b>	<p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Can kick a large ball.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Dresses with help,</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Observes the effects of activity on their bodies.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Gains more bowel and bladder control</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Jumps off an object and lands appropriately.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses simple tools to effect changes to materials</p> <p>Begins to form recognisable letters.</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Experiments with different ways of moving.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<b>Literacy</b>	Fills in the missing word or phrase in a	Beginning to be aware of the way stories	Recognises familiar words and signs such	Begins to read words and simple

	<p>Known rhyme, story or game, Repeats words or phrases from familiar stories.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Distinguishes between the different marks they make.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Recognises rhythm in spoken words.</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Handles books carefully</p> <p>Looks at books independently.</p> <p>Suggests how the story might end.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p>	<p>are structured.</p> <p>Describes main story settings, events and principal characters.</p> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Holds books the correct way up and turns pages.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p>	<p>as own name and advertising logos.</p> <p>Knows information can be relayed in the form of print.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p>	<p>sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Attempts to write short sentences in meaningful contexts.</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>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><b>Maths</b></p>	<p>Selects a small number of objects from a group when asked.</p> <p>Creates and experiments with symbols and marks representing ideas of number.</p> <p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p> <p>Begins to use the language of size</p> <p>Uses some number names and number language spontaneously.</p> <p>Uses some number names accurately in play.</p>	<p>Uses positional language.</p> <p>Shows interest in shapes in the environment.</p> <p>Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>Shows an interest in numerals in the environment.</p> <p>Compares two groups of objects, saying when they have the same number</p> <p>Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>Recognises numerals 1 to 5.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</p>	<p>Orders two or three items by length or height.</p> <p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Estimates how many objects they can see and checks by counting them.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Says the number that is one more than a given number.</p>	<p>Children count reliably with numbers from 1 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.</p> <p>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</p>

	<p>Recites numbers in order to 10. Shows an interest in shape and space by playing with shapes or making arrangements with objects. Realises not only objects, but anything can be counted, including steps, claps or jumps. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Orders and sequences familiar events.</p>	<p>Can describe their relative position such as 'behind' or 'next to' Orders two items by weight or capacity. Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. Finds one more or one less from a group of up to five objects, then ten objects Beginning to use everyday language related to money.</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting Uses everyday language related to time. Measures short periods of time in simple ways. Records, using marks that they can interpret and explain. Orders two items by weight or capacity. Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>shapes and use mathematical language to describe them.</p>
<p><b>Understanding of the World</b></p>	<p>Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Developing an understanding of growth, decay and changes over time. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Enjoys joining in with family customs and routines</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. . Shows care and concern for living things and the environment. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Knows that information can be retrieved from computers Completes a simple program on a computer. 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 each other. 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. 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><b>Expressive Arts</b></p>	<p>Experiments with blocks, colours, sounds and marks.          Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'          Enjoys joining in with dancing and ring games.          Sings a few familiar songs.          Beginning to move rhythmically.          Taps out simple repeated rhythms.          Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.          Realises tools can be used for a purpose.          Uses movement to express feelings.          Sings to self and makes up simple songs.          Makes up rhythms.          Engages in imaginative role-play          Explores and learns how sounds/colours can be changed.</p>	<p>Beginning to be interested in and describe the texture of things.          Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.          Uses simple tools and techniques competently and appropriately.          Constructs with a purpose in mind, using a variety of resources.          Plays alongside other children who are engaged in the same theme.          Introduces a storyline or narrative into their play.          Create simple representations of events, people and objects</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.          Selects appropriate resources and adapts work where necessary.          Chooses particular colours to use for a purpose.          Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.          Manipulates materials to achieve a planned effect.          Understands that different media can be combined to create new effects.          Experiments to create different textures.          Explores what happens when they mix colours.</p>	<p>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.          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.</p>
-------------------------------	--	--	--	--