

# Treen Class - Reception Long Term Planning

## Personal, Social and Emotional Development

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half
<p><b><u>Dispositions and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Display high levels of involvement in activities.</li> <li>• Be confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>• Maintain attention, concentrate and sit quietly when appropriate.</li> </ul> <p><b><u>Self-confidence and Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Express needs and feelings in appropriate ways.</li> </ul> <p><b><u>Behaviour and Self-control</u></b></p> <ul style="list-style-type: none"> <li>• Show confidence and the ability to stand up for own rights.</li> <li>• Have an awareness of the boundaries set, and of behavioural expectations in the setting.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Operate independently within the environment and show confidence in linking up with others for support and guidance.</li> <li>• Appreciate the need for hygiene.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Have a positive self-image, and show that they are comfortable with themselves.</li> </ul>	<p><b><u>Dispositions and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Display high levels of involvement in activities.</li> <li>• Be confident to try new activities, initiate ideas and speak in a familiar group.</li> </ul> <p><b><u>Self-confidence and Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Express needs and feelings in appropriate ways.</li> </ul> <p><b><u>Behaviour and Self-control</u></b></p> <ul style="list-style-type: none"> <li>• Show confidence and the ability to stand up for own rights.</li> <li>• Have an awareness of the boundaries set, and of behavioural expectations in the setting.</li> </ul> <p><b><u>Self-care</u></b></p> <ul style="list-style-type: none"> <li>• Dress and undress independently and manage their own personal hygiene.</li> <li>• Select and use activities and resources independently.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Have a positive self-image, and show that they are comfortable with themselves.</li> </ul>
Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half
<p><b><u>Dispositions and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Persist for extended periods of time at an activity of their choosing.</li> <li>• Continue to be interested, excited and motivated to learn.</li> </ul> <p><b><u>Self-confidence and Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Have an awareness and pride in self as having own identity and abilities.</li> </ul> <p><b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Value and contribute to own well-being and self-control.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Have an awareness of, and an interest in, cultural and religious differences.</li> </ul>	<p><b><u>Dispositions and Attitudes</u></b></p> <ul style="list-style-type: none"> <li>• Persist for extended periods of time at an activity of their choosing.</li> </ul> <p><b><u>Self-confidence and Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Respond to significant experiences, showing a range of feelings when appropriate.</li> </ul> <p><b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Form good relationships with adults and peers.</li> <li>• Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Have an awareness of, and an interest in, cultural and religious differences.</li> <li>• Enjoy joining in with family customs and routines.</li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<p><b><u>Self-confidence and Self-esteem</u></b></p> <ul style="list-style-type: none"> <li>• Have a developing awareness of their own needs, views and feelings, and be sensitive to the needs, views and feelings of others.</li> <li>• Have a developing respect for their own cultures and beliefs and those of other people.</li> </ul> <p><b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</li> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> </ul>	<p><b><u>Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.</li> </ul> <p><b><u>Behaviour and Self-control</u></b></p> <ul style="list-style-type: none"> <li>• Understand what is right, what is wrong and why.</li> <li>• Consider the consequences of their words and actions for themselves and others.</li> </ul> <p><b><u>Sense of Community</u></b></p> <ul style="list-style-type: none"> <li>• Understand that people have different needs, views, cultures and beliefs, that need to be treated with respect.</li> <li>• Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.</li> </ul>

# Treen Class - Reception Long Term Planning

## Communication, Language and Literacy

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half
<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Have confidence to speak to others about their own wants and interests.</li> <li>Use talk to gain attention and sometimes use action rather than talk to demonstrate or explain to others.</li> <li>Use language for an increasing range of purposes.</li> <li><b>Interact with others negotiating plans and taking turns in conversation.</b></li> <li><b>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</b></li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Continue a rhyming string</li> </ul>	<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Initiate conversation, attend to and take account of what others say.</li> <li>Link statements and stick to a main theme or intention.</li> <li><b>Interact with others negotiating plans and taking turns in conversation.</b></li> <li><b>Enjoy listening to and using spoken and written language, and readily turn to it in their play and learning.</b></li> </ul> <p><b>Language for Thinking</b></p> <ul style="list-style-type: none"> <li>Begin to use talk instead of action to rehearse, reorder and reflect on past experience, linking significant events from own experience and from stories, paying attention</li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Hear and say the initial sound in words and know which letters represent some of the sounds.</li> </ul>
Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half
<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Initiate conversation, attend to and take account of what others say.</li> <li>Extend vocabulary, especially by grouping and naming.</li> <li>Link statements and stick to a main theme or intention.</li> <li><b>Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.</b></li> <li><b>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</b></li> </ul> <p><b>Language for Thinking</b></p> <ul style="list-style-type: none"> <li>Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.</li> <li>Begin to use talk to pretend imaginary situations.</li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Hear and say the initial sound in words and know which letters represent some of the sounds.</li> </ul>	<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</li> <li>Use language for an increasing range of purposes.</li> <li>Use simple grammatical structures.</li> <li><b>Sustain attentive listening, responding to what they have heard with relevant comments, questions or actions.</b></li> <li><b>Listen with enjoyment, and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.</b></li> </ul> <p><b>Language for Thinking</b></p> <ul style="list-style-type: none"> <li>Begin to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping.</li> <li>Begin to use talk to pretend imaginary situations.</li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Hear and say sounds in words in the order in which they occur.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Extend vocabulary, especially by grouping and naming.</li> <li>Use vocabulary and forms of speech that are increasingly influenced by their experience of books.</li> <li>Consistently develop a simple story, explanation or line of questioning.</li> </ul> <p><b>Language for Thinking</b></p> <ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences.</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Hear and say sounds in words in the order in which they occur.</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>	<p><b>Language for Communication</b></p> <ul style="list-style-type: none"> <li>Extend their vocabulary, exploring the meanings and sounds of new words.</li> <li><b>Speak clearly and audibly with confidence and control and show awareness of the listener.</b></li> </ul> <p><b>Language for Thinking</b></p> <ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences.</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p><b>Linking Sounds and Letters</b></p> <ul style="list-style-type: none"> <li>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</li> </ul>

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## Communication, Language and Literacy

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Begin to break the flow of speech into words.</li> <li>Use writing as a means of recording and communicating.</li> <li><b>Write their own names and other things such as labels and captions.</b></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Begin to use anticlockwise movement and retrace vertical lines.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li><b>Explore and experiment with sounds, words and texts.</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Begin to break the flow of speech into words.</li> <li>Use writing as a means of recording and communicating.</li> <li><b>Write their own names and other things such as labels and captions.</b></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Begin to use anticlockwise movement and retrace vertical lines.</li> </ul>
Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li><b>Retell narratives in the correct sequence, drawing on language patterns of stories.</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li><b>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</b></li> <li><b>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</b></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Begin to form recognisable letters.</li> <li><b>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</b></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li><b>Retell narratives in the correct sequence, drawing on language patterns of stories.</b></li> <li><b>Read a range of familiar and common words and simple sentences independently.</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li><b>Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.</b></li> <li><b>Attempt writing for different purposes, using features of different forms such as lists, stories and instructions.</b></li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Begin to form recognisable letters.</li> <li><b>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</b></li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li><b>Read a range of familiar and common words and simple sentences independently.</b></li> <li><b>Know that print carries meaning and, in English, is read from left to right and top to bottom.</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Begin to form simple sentences, sometimes using punctuation.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li><b>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</b></li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Enjoy an increasing range of books.</li> <li>Know that information can be retrieved from books and computers.</li> <li><b>Know that print carries meaning and, in English, is read from left to right and top to bottom.</b></li> <li><b>Show an understanding of the elements of stories, such as main character, sequence of events and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how.</b></li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Begin to form simple sentences, sometimes using punctuation.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li><b>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</b></li> </ul>

# Treen Class - Reception Long Term Planning

## Problem Solving, Reasoning and Numeracy

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> Half
<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Count up to three or four objects by saying one number name for each item.</li> <li>Count out up to six objects from a larger group.</li> <li>Count actions or objects that cannot be moved.</li> <li><b>Say and use number names in order in familiar contexts.</b></li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Find the total number of items in two groups by counting all of them.</li> <li><b>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</b></li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Show curiosity about and observation of shapes by talking about how they are the same or different.</li> <li>Match some shapes by recognising similarities and orientation.</li> </ul>	<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Count up to three or four objects by saying one number name for each item.</li> <li>Count out up to six objects from a larger group.</li> <li>Count actions or objects that cannot be moved.</li> <li>Begin to count beyond 10.</li> <li>Begin to represent numbers using fingers, marks on paper or pictures.</li> <li><b>Say and use number names in order in familiar contexts.</b></li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Find the total number of items in two groups by counting all of them.</li> <li><b>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</b></li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Show curiosity about and observation of shapes by talking about how they are the same or different.</li> <li>Match some shapes by recognising similarities and orientation.</li> <li>Select a particular named shape.</li> </ul>
Spring term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half
<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1 to 5, then 1 to 9 objects.</li> <li>Recognise numerals 1 to 5.</li> <li>Count an irregular arrangement of up to ten objects.</li> <li>Estimate how many objects they can see and check by counting them.</li> <li><b>Count reliably up to ten everyday objects.</b></li> <li>Recognise numerals 1 to 9.</li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Use own methods to work through a problem.</li> <li>Say the number that is one more than a given number.</li> <li>Select two groups of objects to make a given total of objects.</li> <li><b>Use language such as 'more' or 'less' to compare two numbers.</b></li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Show awareness of symmetry.</li> <li>Find items from positional or directional clues.</li> <li>Order two or three items by length or height.</li> <li><b>Talk about, recognise and recreate simple patterns.</b></li> </ul>	<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Select the correct numeral to represent 1 to 5, then 1 to 9 objects.</li> <li>Count an irregular arrangement of up to ten objects.</li> <li>Estimate how many objects they can see and check by counting them.</li> <li><b>Count reliably up to ten everyday objects.</b></li> <li>Recognise numerals 1 to 9.</li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Use own methods to work through a problem.</li> <li>Say the number that is one more than a given number.</li> <li>Select two groups of objects to make a given total of objects.</li> <li><b>Find one more or one less than a number from one to ten.</b></li> <li><b>Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.</b></li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Show awareness of symmetry.</li> <li>Order two items by weight or capacity.</li> <li>Use familiar objects and common shapes to create and recreate patterns and build models.</li> <li><b>Use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.</b></li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Count aloud in ones, twos, fives or tens.</li> <li>Know that numbers identify how many objects are in a set.</li> <li>Use ordinal numbers in different contexts.</li> <li>Match then compare the number of objects in two sets.</li> <li><b>Use developing mathematical ideas and methods to solve practical problems.</b></li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Count repeated groups of the same size.</li> <li>Share objects into equal groups and count how many in each group.</li> <li><b>Find one more or one less than a number from one to ten.</b></li> <li><b>Begin to relate addition to combining two groups of objects and subtraction to 'taking away'.</b></li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Describe solutions to practical problems, drawing on experience, talking about own ideas, methods and choices.</li> <li>Use everyday language related to time; order and sequence familiar events, and measure short periods of time with a non-standard unit, for example, with a sand timer.</li> <li>Count how many objects share a particular property, presenting results using pictures, drawings or numerals.</li> <li><b>Use everyday words to describe position.</b></li> </ul>	<p><b>Numbers as Labels and for counting</b></p> <ul style="list-style-type: none"> <li>Know that numbers identify how many objects are in a set.</li> <li>Use ordinal numbers in different contexts.</li> <li>Match then compare the number of objects in two sets.</li> <li><b>Use developing mathematical ideas and methods to solve practical problems.</b></li> </ul> <p><b>Calculating</b></p> <ul style="list-style-type: none"> <li>Count repeated groups of the same size.</li> <li>Share objects into equal groups and count how many in each group.</li> </ul> <p><b>Shape, Space and Measures</b></p> <ul style="list-style-type: none"> <li>Match sets of objects to numerals that represent the number of objects.</li> <li>Sort familiar objects to identify their similarities and differences, making choices and justifying decisions.</li> <li><b>Use language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.</b></li> <li><b>Use developing mathematical ideas and methods to solve practical problems.</b></li> </ul>

# Treen Class - Reception Long Term Planning

## Knowledge and Understanding of the World

Autumn 1 <sup>st</sup> Half	Autumn 2 <sup>nd</sup> Half
<p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Notice and comment on patterns.</li> <li>Show an awareness of change.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Use simple tools and techniques competently and appropriately.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer.</li> <li>Use ICT to perform simple functions, such as selecting a channel on the TV remote control.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Begin to differentiate between past and present.</li> <li>Use time-related words in conversation.</li> </ul>	<p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Notice and comment on patterns.</li> <li>Show an awareness of change.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Use simple tools and techniques competently and appropriately.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer.</li> <li>Use ICT to perform simple functions, such as selecting a channel on the TV remote control.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Understand about the seasons of the year and their regularity.</li> <li>Make short-term future plans.</li> </ul>
<p><b>Spring 1<sup>st</sup> Half</b></p> <p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>Investigate objects and materials by using all of their senses as appropriate.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Use simple tools and techniques competently and appropriately.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Use a mouse and keyboard to interact with age-appropriate computer software.</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>Gain an awareness of the cultures and beliefs of others.</li> <li>Feel a sense of belonging to own community and place.</li> </ul>	<p><b>Spring 2<sup>nd</sup> Half</b></p> <p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Explain own knowledge and understanding, and ask appropriate questions of others.</li> <li>Find out about, and identify, some features of living things, objects and events they observe.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.</li> <li>Select the tools and techniques they need to shape, assemble and join materials they are using.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Use a mouse and keyboard to interact with age-appropriate computer software.</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Find out about past and present events in their own lives, and in those of their families and other people they know.</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>Notice differences between features of the local environment.</li> <li>Observe, find out about and identify features in the place they live and the natural world.</li> </ul>
<p><b>Summer 1<sup>st</sup> Half</b></p> <p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns and change.</li> <li>Ask questions about why things happen and how things work.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.</li> <li>Select the tools and techniques they need to shape, assemble and join materials they are using.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.</li> </ul> <p><b>Place</b></p> <ul style="list-style-type: none"> <li>Find out about their environment, and talk about those features they like and dislike.</li> </ul> <p><b>Communities</b></p> <ul style="list-style-type: none"> <li>Begin to know about their own cultures and beliefs and those of other people.</li> </ul>	<p><b>Summer 2<sup>nd</sup> Half</b></p> <p><b>Exploration and Investigation</b></p> <ul style="list-style-type: none"> <li>Ask questions about why things happen and how things work.</li> </ul> <p><b>Designing and Making</b></p> <ul style="list-style-type: none"> <li>Build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary.</li> <li>Select the tools and techniques they need to shape, assemble and join materials they are using.</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.</li> </ul>

# Treen Class - Reception Long Term Planning

## Physical Development

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> half
<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li>Go backwards and sideways as well as forwards.</li> <li>Experiment with different ways of moving.</li> </ul> <p><b><u>Health and Bodily Awareness</u></b></p> <ul style="list-style-type: none"> <li>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Engage in activities requiring hand-eye coordination.</li> <li>Use one-handed tools and equipment.</li> </ul>	<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li>Go backwards and sideways as well as forwards.</li> <li>Experiment with different ways of moving.</li> <li>Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b><u>Health and Bodily Awareness</u></b></p> <ul style="list-style-type: none"> <li>Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Engage in activities requiring hand-eye coordination.</li> <li>Use one-handed tools and equipment.</li> </ul>
Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> Half
<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li>Jump off an object and land appropriately.</li> <li>Show understanding of the need for safety when tackling new challenges</li> <li>Avoid dangerous places and equipment.</li> <li><b>Move with confidence, imagination and in safety.</b></li> <li><b>Move with control and coordination.</b></li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Show increasing control over clothing and fastenings.</li> <li>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</li> </ul>	<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li>Construct with large materials such as cartons, fabric and planks.</li> </ul> <p><b><u>Health and Bodily Awareness</u></b></p> <ul style="list-style-type: none"> <li><b>Recognise the importance of keeping healthy, and those things which contribute to this.</b></li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Show increasing control over clothing and fastenings.</li> <li>Show increasing control in using equipment for climbing, scrambling, sliding and swinging.</li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> Half
<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li>Jump off an object and land appropriately.</li> <li>Show understanding of the need for safety when tackling new challenges</li> </ul> <p><b><u>Health and Bodily Awareness</u></b></p> <ul style="list-style-type: none"> <li><b>Recognise the changes that happen to their bodies when they are active.</b></li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities.</li> <li>Understand that equipment and tools have to be used safely.</li> </ul>	<p><b><u>Movement and Space</u></b></p> <ul style="list-style-type: none"> <li><b>Travel around, under, over and through balancing and climbing equipment.</b></li> <li><b>Show awareness of space, of themselves and of others.</b></li> </ul> <p><b><u>Health and Bodily Awareness</u></b></p> <ul style="list-style-type: none"> <li><b>Recognise the changes that happen to their bodies when they are active.</b></li> </ul> <p><b><u>Using Equipment and Materials</u></b></p> <ul style="list-style-type: none"> <li>Demonstrate increasing skill and control in the use of mark-making implements, blocks, construction sets and small-world activities.</li> <li>Understand that equipment and tools have to be used safely.</li> </ul>

# Treen Class - Reception Long Term Planning

## Creative Development

Autumn Term 1 <sup>st</sup> Half	Autumn Term 2 <sup>nd</sup> half
<p><b><u>Being Creative - Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Talk about personal intentions, describing what they were trying to do.</li> <li>• Respond to comments and questions, entering into dialogue about their creations.</li> </ul> <p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Begin to build up a repertoire of songs and dances.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>	<p><b><u>Being Creative - Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons and create new connections.</li> </ul> <p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Explore what happens when they mix colours.</li> <li>• Choose particular colours to use for a purpose.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Begin to build up a repertoire of songs and dances.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>
Spring Term 1 <sup>st</sup> Half	Spring Term 2 <sup>nd</sup> half
<p><b><u>Being Creative - Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Respond in a variety of ways to what they see, hear, smell, touch and feel.</li> </ul> <p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Understand that different media can be combined to create new effects.</li> <li>• Experiment to create different textures.</li> <li>• Create constructions, collages, paintings and drawings.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Explore the different sounds of instruments.</li> <li>• Begin to move rhythmically.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>	<p><b><u>Being Creative - Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Respond in a variety of ways to what they see, hear, smell, touch and feel.</li> </ul> <p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.</li> <li>• Work creatively on a large or small scale.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Explore the different sounds of instruments.</li> <li>• Begin to move rhythmically.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>
Summer Term 1 <sup>st</sup> Half	Summer Term 2 <sup>nd</sup> half
<p><b><u>Being Creative - Responding to Experiences, Expressing and Communicating Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, movement, designing and making and a variety of songs and musical instruments.</li> </ul> <p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Explore colour, texture, shape, form and space in two or three dimensions.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>	<p><b><u>Exploring Media and Materials</u></b></p> <ul style="list-style-type: none"> <li>• Use ideas involving fitting, overlapping, in, out, enclosure, grids and sun-like shapes.</li> <li>• Work creatively on a large or small scale.</li> </ul> <p><b><u>Creating Music and Dance</u></b></p> <ul style="list-style-type: none"> <li>• Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.</li> </ul> <p><b><u>Developing Imagination and Imaginative Play</u></b></p> <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Play alongside other children who are engaged in the same theme.</li> <li>• Play cooperatively as part of a group to act out a narrative.</li> <li>• <b>Use their imagination in art and design, music, dance, imaginative and role-play and stories.</b></li> </ul>