

Reception - Long Term Outcomes Overview 2020 to 2021

40-60 months
ELG

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planning around a quality text: <i>To be chosen following children's interests.</i>		Gradual Admission & Settling In Time Owl Babies What's in the Witch's Kitchen?	The Storm Happy Birthday Hug-less Douglas The Santa Trap	The Gruffalo's Child The Stickman Mouse House	Mouse House Superworm	Dinosaurs Wear Underpants Dinosaurs non fiction text.	The Rainbow Fish The Night Pirate
ADDITIONAL TEXTS: Enjoyment for reading Fiction & Non-fiction		Owls – Non-fiction				Dinosaur non-fiction books	Pirate non-fiction books
Enrichments Trips/Visitors		RSPB bird visit. Birds of Prey – Owl talk. Autumn walk. Diwali celebration.	Post office walk to post letters. Christmas celebration.	Diwali celebrations.	Chinese new year celebrations. Mr Lawlor Chinese lion dancing.	Fossil hunting.	Pirate Pete visit. (Simon) Trip – Sea life centre.
Role Play Indoors & Outdoors							
PRIME AREAS OF LEARNING	PSE Self Confidence & Self Awareness Making Relationships Managing Feelings & Behaviour	Confident to speak to others about own needs, wants Can describe self in positive terms and talk about abilities (SC&SA) Initiates conversations, attends to and takes account of what others say. (MR) Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realise they have upset them Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy (MF&B)		Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group. (SC&SA) Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity (MR) 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. (MF&B)		The children will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. (SC&SA) They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (MR) 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. (MF&B)	
	CL Listening & Attention Understanding Speaking	Maintains attention, concentrates and sits quietly during appropriate activity. (L&A) Responds to instructions involving a two-part sequence. Listens and responds to ideas expressed by others in conversation or discussion (U) Extends vocabulary, especially by grouping and naming, exploring the meaning of new sounds and words. Uses language to imagine and recreate roles and experiences in play situations. Introduces a narrative or story into their play (S)		Two channelled attention - can listen and do for a short span 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. (L&A) Understands humour eg nonsense rhymes, jokes. Able to follow a story without pictures or props. Children follow instructions involving several ideas or actions. They answer how and why questions about their experiences and in response to stories or events (U) Links statements and sticks to main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Children express themselves effectively, showing awareness of listeners' needs. (S)		Children give their attention to what others say and respond appropriately while engaged in another activity (L&A) They answer how and why questions about their experiences and in response to stories or events (U) The children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events (S)	
	PD Moving & Handling Health & Self-Care	Experiments with different ways of moving . Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. (M&H) Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.		Jumps off an object and lands appropriately Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows increasing control over an object in pushing, patting, throwing, catching and kicking it. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for Writing (M&H) Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practises some appropriate safety measures without direct supervision		Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing (M&H) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	

		Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (H&SC)	They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (H&SC)				
		Movement Skills 2	Athletics	Gymnastics – Flight, Bouncing, Jumping, and Landing	Net and Wall Game Skills I	Target Games I	Striking and Fielding Game Skills I
		Yoga	Dance - Seasons				
	Phonics RWI	Teach set 1 single letter sound. Teach children to blend sounds into words orally Read Sound blending books 1-10	Review Set 1 single sounds. Focus on Set 1 Special Friends. Teach speedy green story words. Read Red Ditty books 1-10 (and ditty worksheets 1-10 if necessary)		Teach set 2 sounds Teach speedy green story words Teach red words. Read green, then purple storybooks		
SPECIFIC AREAS OF LEARNING	Literacy Reading Writing	Reading Continues a rhyming string. • Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers Writing Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	Reading Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. Writing Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds They also write some irregular common words.		Reading Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Writing They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.		
	Mathematics See Power Maths Calc Policy	Number and Place Value Sorting and Comparing Addition and Subtraction Time	Number bonds within 5 and 10 Comparing numbers within 10 Addition to 10 Combining two groups to make a whole Shape and space		Exploring patterns Counting on and back Numbers to 20 Numerical patterns Measure		
	Mathematics Number SSM	Number Recognises some numerals of personal significance. Recognises numerals 1-5. Counts up to 3 or 4 objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10 and beginning to count beyond 10. Counts up to 6 objects from a larger group. Selects the correct numeral. To represent 1-5 5 then 1-10 objects. Says the number that is 1 more than a given number. In practical activities and discussion, beginning to use the vocabulary in adding and subtracting. Records, using marks they can interpret and explain. SSM Use everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. Children use everyday language to talk about time and money	Number Counts an irregular arrangement of up to 10 objects. Estimates how many objects they can see then checks by counting them. Uses the language of more and fewer to compare 2 sets of objects. Finds the total number of items in a group by counting all of them. Finds 1 more or 1 less from a group of 5 objects then up to 10 objects. Beginning to identify own mathematical problems based on own interests and fascinations Children count reliably with numbers from 1-20. They say which number is 1 more or 1 less than a given number to 10. Using quantities and objects, they add two single digit numbers counting on to find the answer. SSM Can describe their relative position such as behind or next to. Orders 2 to 3 items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build. Beginning to use mathematical names for solid 3D and flat 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.		Number Children place numbers to 20 in order and say which number is 1 more or 1 less than a given number. Using quantities and objects, subtract two single digit numbers and count on or back to find the answer. They solve problems involving doubling, sharing and halving. SSM Children use everyday language to talk about size, weight, capacity, position, distance to compare quantities and objects and to solve problems. They recognise, create and describe patterns. language to describe them.		
	UW People & Communities The World Technology	HISTORY GEOGRAPHY SCIENCE ICT Enjoys joining in with family customs and routines (P&C) Looks closely at similarities, differences, patterns and change. (TW) Creates a simple programme on a computer. Uses ICT hardware to interact with age-appropriate computer soft (T)	HISTORY GEOGRAPHY SCIENCE ICT Children talk about past and present event in their lives and in the lives of family members. They know about similarities and differences between themselves and others, (P&C) They make observations of animals and plants and explain why some things occur, and talk about changes. (TW) Children recognise that a range of technology is used in places such as homes and schools.They use ICT hardware & interact with age-appropriate computer software(T)		HISTORY GEOGRAPHY SCIENCE ICT 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&C) Children know about similarities and differences in relation to places, objects and living things. They talk about features of their own immediate environment and how environments might vary from one another.. (TW) They select and use technology for particular purposes. (T)		
	EAD Exploring Media & Materials Being Imaginative	MUSIC ART DESIGN Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Understand that different media can be combine to create new effects. Understands that different media can be combined to create new effects. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. (E&UM&M)	MUSIC ART DESIGN Explores what happens when they mix colours. Experiments to create different textures. Understand that different media can be combine to create new effects. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts resources where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using		MUSIC ART DESIGN They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI) Children sing songs, make music and dance, and experiment with ways of changing them.		

		<p>Create simple representations of events, people and objects. Choose particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. (BI)</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (BI)</p> <p>Initiates new combinations of movement and gesture to express and respond to feelings, ideas and experiences. Plays cooperatively as part of a group to develop and act out a narrative</p> <p>Children sing songs, make music and dance, They safely use and explore a variety of materials, tools and techniques, (E&UM&M)</p>				<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (E&UM&M)</p>				
Calendar of Events	<p>Sept: RW/Trust Insets Individual photos Performance management meetings</p>	<p>Oct: Environment survey - reading Welcomm training MK TLR interviews BA3 student MK Hall displays – music RWI development day</p>	<p>Nov: Break the rules day - non uniform Children in need</p>	<p>Dec: SO RWI training Xmas activity evening and party Eye tests Pupil progress meetings Xmas jumper day</p>	<p>Jan: Maths Inset RWI coaching day Work scrutiny – writing in the wider curriculum</p>	<p>Feb: NSPCC Number day Valentine's disco Hall display – year group theme Height, weight and hearing</p>	<p>Mar: RWI coaching day Sports Relief week EYFSP training MK/SO Parents Eves</p>	<p>Apr: RWI coaching day</p>	<p>May: Artful Maths day Hall display-Maths</p>	<p>June: PPS Phonics screening check Yrs 1&2 Reception home visits RWI coaching day</p>	<p>July: Transition day New reception drop-in day Nursery home visits Reports out to parents Pupil progress meetings Welcome meetings</p>

EVALUATION

Autumn 1					Autumn 2						
Spring 1					Spring 2						
Summer 1					Summer 2						