



TERRIFIC TIGERS

Long Term Planning



This is the long term plan for reception and nursery children at Hade Edge School.

This long term plan is subject to change according to the needs, wants and interests of the children.

All areas of the curriculum will be covered on a weekly basis and objectives will be targeted through specific adult led tasks as well as within the continuous provision through activities, resources and questioning etc. The objectives in each area of learning will be covered half termly but on the next pages you will see key objectives that will be worked on during that specific half term.

NURSERY: Terrific Tigers: Long Term Planning Year B 2019 / 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trip / Visitor			Jill and Keith Monica - DR	Visit to the library Storyteller	Visit to farm	
Question	How can we care for our world?	Why are Polar Bears White?	What would you like to be when you're older?	Which is your favourite Julia Donaldson story?		What are the Olympics?
Topic	Reduce, Reuse and Recycle	Snow and Ice	People Who Help Us	Julia Donaldson	On the Farm	The Olympics
PSED: Making Relationships	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Initiates play, offering cues to peers to join them.	Keeps play going by responding to what others are saying or doing.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
PSED: Self-confidence & Self-awareness	Can select and use activities and resources with help.	Welcomes and values praise for what they have done.	• Enjoys responsibility of carrying out small tasks.	Is more outgoing towards unfamiliar people and more confident in new social situations.	Confident to talk to other children when playing, and will communicate freely about own home and community.	Shows confidence in asking adults for help.
PSED: Managing Feelings & Behaviour	Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Can usually adapt behaviour to different events, social situations and changes in routine.
C+L: Listening and attention	Listens to others one to one or in small groups, when conversation interests them.	Listens to others one to one or in small groups, when conversation interests them.	Listens to stories with increasing attention and recall.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Focusing attention - still listen or do, but can shift own attention.	Is able to follow directions (if not intently focused on own choice of activity).
C+L: Understanding	Understands use of objects (e.g. "What do we use to cut things?")	Understands use of objects (e.g. "What do we use to cut things?")	Responds to simple instructions, e.g. to get or put away an object.	Responds to simple instructions, e.g. to get or put away an object.	Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Beginning to understand 'why' and 'how' questions.
C+L: Speaking	Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). • Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> .	Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). • Uses intonation, rhythm and phrasing to make the meaning clear to others.	• Uses vocabulary focused on objects and people that are of particular importance to them.	Builds up vocabulary that reflects the breadth of their experiences.	Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i>
PD: Moving & handling	All objectives	All objectives	All objectives	All objectives	Can copy some letters, e.g. letters from their name.	Can copy some letters, e.g. letters from their name.

RECEPTION: Terrific Tigers: Long Term Planning Year B 2020 / 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trip / Visitor			Colour Dome	Manchester Museum	Visit to garden centre	
Question	What Makes Me Special?	What do I celebrate?	What are the primary colours?	Which dinosaur was the tallest?	What do plants need to grow?	What is your favourite nursery rhyme?
Topic	This is Me!	Celebrations	Colours	Dinosaurs	Food Glorious Food	Traditional Tales and Nursery Rhymes
PSED: Making Relationships	Initiates conversations, attends to and takes account of what others say.	Initiates conversations, attends to and takes account of what others say.	Explains own knowledge and understanding, and asks appropriate questions of others.	Explains own knowledge and understanding, and asks appropriate questions of others.	Takes steps to resolve conflicts with other children, e.g. finding a compromise.	Takes steps to resolve conflicts with other children, e.g. finding a compromise.
PSED: Self -confidence & Self-awareness	Confident to speak to others about own needs, wants, interests and opinions.	Confident to speak to others about own needs, wants, interests and opinions.	Confident to speak to others about own needs, wants, interests and opinions.	Can describe self in positive terms and talk about abilities.	Can describe self in positive terms and talk about abilities.	Can describe self in positive terms and talk about abilities.
PSED: Managing Feelings & Behaviour	Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.	Understands that own actions affect other people, for example, 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.	Aware of the boundaries set, and of behavioural expectations in the setting.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
C+L: Listening and attention	Maintains attention, concentrates and sits quietly during appropriate activity.	Maintains attention, concentrates and sits quietly during appropriate activity.	Maintains attention, concentrates and sits quietly during appropriate activity.	Two-channelled attention - can listen and do for short span.	Two-channelled attention - can listen and do for short span.	Two-channelled attention - can listen and do for short span.
C+L: Understanding	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Listens and responds to ideas expressed by others in conversation or discussion.	Listens and responds to ideas expressed by others in conversation or discussion.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Listens and responds to ideas expressed by others in conversation or discussion.	Able to follow a story without pictures or props.
C+L: Speaking	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Uses language to imagine and recreate roles and experiences in play situations.	Uses language to imagine and recreate roles and experiences in play situations.	Links statements and sticks to a main theme or intention.	Introduces a storyline or narrative into their play.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
PD: Moving & handling	All objectives	All Objectives	All objectives	All objectives	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

RE / SEAL UNITS TO BE COVERED

YEAR A	PSED	RE
Autumn 1	Good to Be Me	Where do we live? Who and What are special to us?
Autumn 2	Getting on and Falling Out	How do Christians celebrate Christmas?
Spring 1		
Spring 2	Relationships	
Summer 1		
Summer 2	Going for goals	

YEAR B	PSED	RE
Autumn 1	New Beginnings	
Autumn 2	Say No to Bullying	
Spring 1		What makes a good helper?
Spring 2		What can we see in our wonderful world?
Summer 1		
Summer 2	Changes	

Literacy 2019 /2020

YEAR A	Topic	Literacy
Autumn 1	How can we care for our World?	Recount, explanations, stories, lists,
Autumn 2	Snow and Ice	Stories, labels, cards, recount, explanations, lists
Spring 1	People Who Help Us	Labels, stories, recount, explanations, stories,
Spring 2	Julia Donaldson	Cards, letters, stories, poems, recounts.
Summer 1	On the Farm	Recount, procedures, explanations, stories, diaries, labels, lists
Summer 2	The Olympics	Recount, poems, cards, labels, stories.