



Plains Farm Academy – Long Term Plan

Reception

Our Curriculum

Our inspiring curriculum has been designed to reflect the learning opportunities that arise from our natural environment, seasons of the year and the nature that surrounds our school. It intends to encourage independent, inquisitive and happy learners. Our intention is to teach children about their local area and the history of their local area and how this compares to other places/ cultures in other parts of the world. We provide a vibrant indoor and outdoor provision, which promotes opportunities to develop imagination and creativity. This purposeful provision also encourages children to play, explore and investigate, supporting the development of the three Characteristics of Effective Learning. In addition to our classroom provision, our children take part in weekly 'outings' to celebrate and learn from their local area and through an inquisitive approach, 'Projects of Learning' will see children further their interests.

Seasons

Through exploration and investigation, children will learn about, understand and celebrate the changing seasons, throughout the year.

Celebrations/Key dates/Events

Autumn

*Settling into school *Harvest *Halloween
*Bonfire Night *Remembrance Day *Christmas
*Family Learning/Stay and Play

Spring

*Valentines *Easter *Mother's Day *Family Learning/Stay and Play

Summer

*Father's Day *Sports Day *End of year celebrations *Family Learning/Stay and Play

Progression of Communication and Language

Skill

Autumn

Spring

Summer

Early Learning Goal

Children at the expected level of development will:

Listening, Attention and Understanding



Follow adult cues to listen in a small group.

Follow a simple instruction.

Understand how we show good listening.

Understand why we need to listen.

Understand agreed rules for conversational turn taking.

Make comments about what they have heard.

Follow a two-part instruction.

Ask simple questions using question prompts.

Begin to hold a conversation with adults and peers for some turns.

Make comments about what they have heard.

Follow a two-part instruction.

Ask relevant, appropriate questions to clarify their understanding.

Hold a conversation with adults and peers for many turns.

Sit for longer periods of time and remain on task with a theme or interest of discussion.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Skill

Speaking

Recall and define specialist vocabulary for the half term.

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Participate in small group, class and one-to-one discussions, offering

	Participation in core book texts. Ask simple questions. Use social phrases. Express their ideas and feelings using simple phrases.	Participation in core book texts. Ask questions to further own knowledge. Express their ideas and feelings in full sentences. Begin to explore the use of past, present and future tense. To talk confidently in front of a small group of children.	Participation in core book texts. Formulate 'How?' and 'Why?' questions. Express their ideas and feelings in longer sentences with the use of conjunctions. Become confident in the use of past, present and future tenses. Stick to the main theme or idea in discussions.	their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Progression of Personal, Social and Emotional Development

Skill				
Self-Regulation 	Understand and build a vocabulary around feelings. Begin to identify their own feelings. Know what makes someone special. Set simple class goals and steps to achieve each goal. Collate class expectations – rewards and consequences.	Read facial expressions and body language of others. Set personal goals and with support, plans to achieve them. Begin pointing out others positive behaviour – in books, in class, on the playground. Show empathy to the feelings of others.	Build strategies to challenge undesired behaviour. Set personal goals and explain how they can be achieved both short term and long term. Use resources to control / manage own behaviours e.g. rewards, consequences, fidget toys etc. Verbalise positive peer praise.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	Follow classroom rules and routines. Independently use the toilet. Demonstrate good hand washing.	Follow wider school routines. Work in pairs or a small group to complete a desired outcome.	To attempt zips and buttons. Choose the ingredients and make a healthy snack.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

	Attempt to put own coat on.	Understand the importance of good oral health. Demonstrate good teeth cleaning. Identify healthy foods.		Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building Relationships 	Understand the importance of turn taking. Begin to form positive relationships with new adults in the setting. Seek out a familiar adult when support is needed.	Engage in games where participants have different roles. Develop relationships with a wider range of peers. Show more confidence in new social situations. Help to find solutions to conflicts and rivalries.	To listen to the ideas and opinions of others. Take part in team games where children must work with one another, demonstrate team work and good sportsmanship (where appropriate). Develop strong relationships based upon mutual respect, kindness and sensitivity towards their own and other's needs. Show empathy towards others. Talk with others to solve conflicts.	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.

Progression of Physical Development

Skill				
Gross Motor 	Move at safely and at speed in a large space. Travel in different directions, change direction and stop quickly. Negotiate obstacles. Stop safely when travelling at speed.	Travel across an obstacle course that includes adjusting body height. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Ride bikes, trikes and scooters with confidence. Climb stairs safely.	Take part in a range of activities to demonstrate a particular skill e.g. hopping, skipping, jumping. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when	Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

			engaging in activities that involve a ball.	
Fine Motor 	Cut along a line with scissors. Use tweezers to manipulate objects. Use small hammers with control. Use of cutlery during lunch times. Demonstrate ability to copy some letters. Explore pencil grip. Use a dominant hand consistently.	Hold scissors correctly. Cut around an outline with scissors. Weave, thread and tie. Use a range of food preparation tools to chop and slice. Begin to develop confidence in the tripod pencil grip. Form taught letters accurately.	Independent use of the tripod grip when writing. Use the correct grip when holding a pencil or mark making tool. Develop the foundations of a handwriting style which is fast, accurate and efficient. Prepare snack where appropriate, using cutlery.	Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.

Progression of Literacy

Skill				
Comprehension 	Participate in story times. Recall key elements of stories. Look at books independently and turn pages correctly.	Name and discuss key characters. Express preferences for books with reason. Use story language within play and discussions. Begin to make predictions. Act out parts of familiar stories.	Make story predictions and links between books. Discuss characters and setting. Follow simple stories that have no pictures.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading 	Recognise their name. Begin to blend sounds together to read words using the taught sounds.	Blend sounds together to read words using the taught sounds. Read books matching their phonics ability.	Read simple sentences. Read books matching their phonics ability.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.

				Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing 	Use marks or some recognisable letters for meaning. Copy/write own name.	Break the flow of speech into words. Form recognisable letters. Write labels, lists and captions. Write own name.	Write phrases/simple sentences. Spell words using taught sounds. Spell some common exception words correctly.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Progression of Mathematics				
Skill				
Number 	Recognise numbers 1-5. Begin to subitise to 5. Find one more of numbers to 5. Find one less of numbers to 5. Explore the composition of 2,3,4 and 5. Know addition facts to make 5.	Recognise numbers 0-10. Subitise to 5. Find one more of numbers to 10. Find one less of numbers to 10. Explore the composition of 6,7,8,9 and 10. Match the number to the quantity within 10. Begin to know number bonds to 10. Estimate a number of objects.	Begin to recognise numbers beyond 10. Confidently know the composition of numbers to 10. Match a number to the quantity. Solve simple number problems. Know number bonds to 10. Know some doubling facts.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Pattern	Count to 10. Say which group has more. Say which group has less.	Count to 20. Count objects to 10.	Count beyond 20. Order numbers beyond 10. Add and subtract numbers.	Verbally count beyond 20, recognising the pattern of the counting system.

	Compare quantities to 5. Compare equal and unequal groups.	Begin to understand the difference between odd and even numbers. Combine two groups of objects. Compare quantities to 10. Order numbers to 10. Count back from 10. Take away objects and count how many are left.	Find the missing number in an addition and subtraction sentence. Know that 1, 3, 5, 7 and 9 are odd numbers. Know that 2, 4, 6, 8, 10 are even numbers. Double numbers up to 10. Find half of numbers up to 10. Share quantities equally.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Progression of Understanding the World				
Skill				
Past and Present 	Know that children were once babies. Know that adults were once children. Know about their own life. Talk about personal significant people – grandparents. Talk about lives of people in the local area e.g. services, family, church. Begin to use the language, yesterday, now and tomorrow to describe past, present and future.	Begin to talk about events in the past. Begin to make sense of their own life-story and family's history. Understand a family tree. Recognise old and new photographs. Talk about lives of people in history e.g. Neil Armstrong. Use stories to develop language of time.	Compare events in the past to present e.g. similarities and differences. Explore local historical Sunderland e.g. Shipyards/Mining.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	Talk about their own family and the people that are in it.	Begin to describe the local area through walks and maps.	Confidently use maps and globes to support their understanding of different countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	Know about some features of their immediate environment. Know what town / village their school is in. Explore religious traditions across the year and make comparisons with prior knowledge. Know the Christmas story and its importance to Christians. Describe family Christmas traditions.	Draw and use maps of the classroom. Know that they live in England and identify a simple map of England. Explore religious traditions across the year and make comparisons with prior knowledge. Know the Easter story and its importance to Christians.	Make comparisons more widely across the world e.g. hot and cold countries. Use non-fiction texts to develop their knowledge of life in this country and other countries. Explore religious traditions across the year and make comparisons with prior knowledge.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World 	Access coastal school and forest school. Describe the changes in seasons throughout the year. Signs of autumn/winter Discuss changes in temperature, length of days, weather.	Access coastal school and forest school. Describe the changes in seasons throughout the year. Signs of winter/spring Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Exploring light and shadows- what happens at different times of day?	Access coastal school and forest school. Describe the changes in seasons throughout the year. Signs of spring/summer. Explore animals and their habitats- why do they live there? Sketch pictures of animals and plants (in person).	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Progression of Expressive Arts and Design				
Skill				
Creating with Materials	Create self – portraits.	Progression of self-portraits	Progression of self portraits	Safely use and explore a variety of materials, tools and techniques,

	Make use of props and materials when role playing characters during imaginative play. Explore a range of materials for different purposes. Make a Christmas card in the style of a famous artist. Vincent Van Gough – Starry Night.	Share personal creations with others. Begin to develop different techniques to further develop their creations e.g. types of joins. Comment on positives and suggestions for improvements within their own work and others work.	Create collaboratively sharing ideas, resources and skills. Evaluate and explain their artistic process, using a range of technical vocabulary. Evaluate and return to their creations to further improve their ideas.	experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive 	Sing familiar songs as a class, including nursery rhymes. Free-style dancing to songs. Invent and adapt a story as a class. E.g. changing the character of a familiar story. Perform a Christmas song. Explore instruments and the sounds they make.	Sing in small groups and independently familiar songs, poems and nursery rhymes. Begin to retain and take part in familiar short dances. Invent own narrative with the teacher and some peers. Engage in dance, moving appropriately to the music. Explore a wider range of musical instruments and the sounds they make.	Perform songs, poems and nursery rhymes. Sing in a group or on their own, increasingly matching the pitch and following the melody of a song. Dance in time with the music. Invent their own narrative.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.