

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: PSED- Building Relationships	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach, model and scaffold how to have a conversation and how to listen and participate in conversations. (Children may need support at this time in the year.) - Model talking to others during play. - Teach and model how to be kind to others and address unkind actions. (https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books) - Teach and model different emotions and how each one feels. Use the emotions book (https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref_) - Model and scaffold, verbalising how I am feeling - Teach strategies to support each emotion- E.G- What can I do when I am feeling sad/angry? - Model how to behave in a range of situations. (Children may need reminders and support at this time in the year) - Teach, model and scaffold taking turns: (Music and singing sessions, parachute games, P.E., PSED input etc.) - Teach why rules are in place (to keep ourselves and others safe, to help us learn. Photos to illustrate each rule/value.) 	<p>Classroom:</p> <ul style="list-style-type: none"> -Adults support and provide opportunities for turn taking games -Adults to model good relationships within provision (using manners, taking turns etc. -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Provide opportunities for challenge- visible throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Positive images of children sharing, helping each other etc in each area. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Small world:</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire children to take turns, play together and help each-other. <p>Home corner:</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

- Model verbalising why key rules are put in place.
- Teach, model and scaffold how to negotiate with support and resolve conflict
- Model making the correct choices independently, without reminders
- Model how to access the snack area independently.
- Model and scaffold verbalising to peers about likes, dislikes and take turns in the snack area.
- To scaffold verbalising whether they need help with something, or not
- Teach, model and scaffold how to ask for help when needed.
- Model speaking with confidence: (<https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330>)

Playing and Exploring

- Showing curiosity about objects, events and people.
- Taking on a role in play and acting out experiences with adults/peers.
- Engaging in activities
- Learning to try new things

Active Learning

- Persisting when challenges occur with support
- Bouncing back after difficulties and keep on trying
- Satisfaction of meeting own goals and talk about why they are proud

Creating and Thinking Critically

- Thinking of ideas
- Finding ways to solve problems
- Choosing ways to do things
- Reviewing how well the approach worked

- Models of children's work.
- Photos and pictures to inspire engagement.
- Photos and pictures to inspire children to take turns, play together and help each other.

Reading area:

Books based around friendship

- Large board books
- Books based on emotions/changes/rules/challenges/perseverance etc.
- Photos of where all equipment belongs.
- Photos and pictures to inspire engagement.
- Class books of friendship and participating in activities in the classroom.

Outside:

- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire engagement.
- Parachute games
- Ball games
- Puzzles

Water:

- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire engagement.
- Channelling water and using the equipment together.

Construction:

- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.
- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire engagement.
- Building blocks together, knocking them down starting again.

Additional:

	<ul style="list-style-type: none"> -How to line up as a class, finding space in the line and not pushing in. -Taking turns in all areas
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Spring	
Strand: PSED- Building Relationships	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> – Revisit learning on how to have a conversation and how to listen and participate in conversations. – Recap and model how to be kind to others and address unkind actions: https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books – Teach, model and scaffold how to ask questions and respond with ideas. – Model thinking of my own ideas, extend a play idea and inviting others to play and engage in the same activity. – Revisit and model how to respond appropriately to others during play. – Model verbalising and talking to others during play. – To independently and regularly access all areas of provision – Teach, model and scaffold taking risks and trying new activities with peers 	<p>Classroom:</p> <ul style="list-style-type: none"> -Provide opportunities for turn taking games throughout provision -Adults to model good relationships within provision (using manners, taking turns etc. -Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations. -Provide opportunities for challenges throughout provision. -Traffic light system for behaviour with children's names to be added. -Children to have allocated carpet spaces for talk partners and to be changed every half term. -Positive images of children sharing, helping each other etc in each area. <p>Displays:</p> <ul style="list-style-type: none"> -Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day. -Characteristics of effective learning display to refer to and display children's photos and speech bubbles. -Positive images of children sharing, helping each other etc in each area. <p>Small world:</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs. -All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs. -Models of children's work. -Photos and pictures to inspire engagement. <p>Home corner:</p> <ul style="list-style-type: none"> -Clear rules and expectations established and modelled in area. -Photos of where all equipment belongs.

- Teach and scaffold, how and when to ask for help and negotiate with peers when accessing equipment and engaging in activities.
- Teach and model ethos of learning- mistakes are okay, they help us learn
- To scaffold children begin articulating what they have learnt from a mistake
- Revisit and scaffold how to solve disagreements/disputes calmly
- Teach given consequences in relation to certain choices.
- Revisit and scaffold developing confidence when speaking in front of the whole class.
- Modell listening to feedback from adults and peers and begin responding in a positive manner.
- Teach, model and scaffold understanding my mistakes help me learn and how to tackle things that may be difficult. (Children may need support at this time in the year.)
- Model the understanding that the more practise will result in getting better at each skill.
- Speaking with confidence: <https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330>

Playing and Exploring

- Showing curiosity about objects, events and people.
- Taking on a role in play and acting out experiences with adults/peers.
- Engaging in activities
- Learning to try new things

Active Learning

- Persisting when challenges occur with support
- Bouncing back after difficulties and keep on trying
- Satisfaction of meeting own goals and talk about why they are proud

- All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.
- Models of children's work.
- Photos and pictures to inspire engagement.

Reading area:

Books based around friendship

-Large board books

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Books based around friendship

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-Books based on emotions/changes/rules/challenges/perseverance etc.

Photos of where all equipment belongs.

-Photos and pictures to inspire engagement.

-Class books of friendship and participating in activities in the classroom.

-Photos and pictures to inspire engagement.

Outside:

-Clear rules and expectations established and modelled in area.

Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

-Photos and pictures to inspire engagement.

Water:

-Clear rules and expectations established and modelled in area.

Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

-Photos and pictures to inspire engagement.

Construction:

-Clear rules and expectations established and modelled in area.

Photos of where all equipment belongs.

-All equipment to be shadowed and labelled to ensure clear expectations of where each piece of equipment belongs.

-Models of children's work.

-Photos and pictures to inspire engagement.

Additional:

-How to line up as a class, finding space in the line and not pushing in.

Creating and Thinking Critically

- Thinking of ideas
- Finding ways to solve problems
- Choosing ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Changing strategy as needed
- Reviewing how well the approach worked

-Taking turns in all areas

Summer

Strand: PSED- Building relationships

Core Taught

Specific learning from taught sessions, focused on knowledge and skills:

- Model what a good listener is, how to listen and the processes to follow the listening procedure
- Recap how to have a conversation and how to listen and participate in conversations.
- Recap how to be kind to others and address unkind actions
(<https://www.amazon.co.uk/Filled-Bucket-Today-Bucketfilling-Books>)
- Recap and model to be a good friend and how to work with others appropriately.
- Revisit and model how to be kind and how to help peers.
- Scaffold verbalising how to take turns and how to negotiate.

Core Provision

Classroom:

- Provide opportunities for turn taking games throughout provision
 - Adults to model good relationships within provision (using manners, taking turns etc.
 - Rules and expectations established for each area. Clear reminders and modelling of the rules and expectations.
 - Provide opportunities for challenges throughout provision.
 - Traffic light system for behaviour with children's names to be added.
 - Children to have allocated carpet spaces for talk partners and to be changed every half term.
 - Positive images of children sharing, helping each other etc in each area.
 - Activities: <https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756>
- Displays:
- Have an emotions wall to refer to daily to talk about and explore emotions. PSED input/registration/throughout and at the end of the day.
 - Characteristics of effective learning display to refer to and display children's photos and speech bubbles.
 - Positive images of children sharing, helping each other etc in each area.

- Recap following given instructions.
- Revisit asking questions and responding with appropriate comments, ideas, suggestions etc.
- Revisit and model different emotions and how each one feels. Use the emotions book (https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref_)
- Revisit, verbalising how I am feeling, what I can do for each emotion and how I can help my friends.
- Teach, model and scaffold how to behave in a range of situations.
- Scaffold verbalising why key rules are put in place.
- Scaffold sharing classroom rules verbally. Refer to the traffic light behaviour system and the process for the thinking space.
- Recap and model the rights and wrongs in the classroom environment
- Revisit what a consequence is and the behaviour system in school.
- Beginning to understand that choices have consequences and how the thinking space will be used if wrong choices are repeated.
- To follow class routines independently (E.G: collecting bags/coats, going to the toilet etc.)
- To begin to independently choose and access the provision in the class
- Recap verbalising whether they need help with something, or not and
- Modelling of making the correct choices independently

Small world:

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- Models of children's work.
- Photos and pictures to inspire engagement.

Home corner:

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Reading area:

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- Speaking with confidence: <https://www.amazon.co.uk/Helping-Young-Children-Speak-Confidence/dp/1903670330>

Playing and Exploring

- Showing curiosity about objects, events and people.
- Taking on a role in play and acting out experiences with adults/peers.
- Engaging in activities
- Learning to try new things
- To communicate interests
- Combine resources in my play

Active Learning

- Persisting when challenges occur with support
- Bouncing back after difficulties and keep on trying
- Satisfaction of meeting own goals and talk about why they are proud
- To talk about my achievements, strengths and what I need to practise.

Creating and Thinking Critically

- Thinking of ideas
- Finding ways to solve problems
- Choosing ways to do things
- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Changing strategy as needed
- Reviewing how well the approach worked

Construction:

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Additional:

- How to line up as a class, finding space in the line and not pushing in.
- Taking turns in all areas