

Reception Long Term Plan- Core knowledge document

Autumn	
Strand: Self-Regulation	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: Teach, model and scaffold:</p> <ul style="list-style-type: none"> - To know, understand and identify their own feelings of happy, sad, angry, tired and hungry. - To begin to know and understand the feelings: frustrated, jealous, scared, worried, excited - To begin to know that all feelings are okay. - To begin to know that being happy helps you learn. - To begin showing awareness of what feelings look like in others. - To know that familiar adults can help to regulate feelings. (Example- When sad accept support from a familiar adult.) - To be aware of and begin to use some strategies to regulate their behaviour. - To begin to understand there are steps to achieve goals. - To know that sometimes you must wait. - To understand and use some strategies to support waiting. (Waiting for a snack to be given out, waiting to share an idea in a whole class situation.) - To begin to know that you can learn new things by listening and paying attention. - To show focused attention whilst the teacher is speaking. (With an increase in duration throughout the term.) - To know what a response is. - To show appropriate responses when spoken to, within a small group activity. 	<p>Area:</p> <p>Classroom:</p> <ul style="list-style-type: none"> - With guidance/scaffolding from adults, begin to set their own simple goals. - With guidance/scaffolding from adults, follow steps to achieve goals. - With guidance/scaffolding from adults, show focused attention whilst they are speaking. - With support/ scaffolding from adults – understand and use strategies to support waiting - Adults modelling full sentence responses to questions or comments. - Playing turn taking games - To be able to follow simple 3-part instructions, eg. Can you put the plates and cups in the home corner? - Visuals of different emotions on display and referred to by adults – modelling different emotions. - Modelling of what good learning behaviours are <p>Small world:</p> <ul style="list-style-type: none"> - Characters/puppets showing different emotions - Visuals of different emotions - Visuals of different scenarios – e.g. child fallen over, child crying, child taking a toy from another child. - Visuals of 'good manners' saying, 'thank you' and 'please'.

- To know what good manners looks like and show an understanding of why it is important to use them.

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

Home corner:

- Images of 'good manners' at the table – incorporate this into lunch time as appropriate.

Outside:

- With guidance/scaffolding from adults, begin to set their own simple goals – e.g. Building a tower.
- With guidance from adults, follow steps to achieve goals – what do we need to build a tower?
- With guidance from adults, show focused attention whilst they are speaking.
- With support from adults – understand and use strategies to support waiting
- Adults modelling full sentence responses to questions or comments.
- Playing turn taking games – obstacle courses, waiting to climb a ladder etc
- To be able to follow simple 3-part instructions, eg. Can you put the **spades** and **buckets** in the **sand area**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.

Water:

- Sensory activities such as bubbles, cleaning, pouring

Construction:

- Turn taking games
- Building with clear goal at the end – e.g. To build a tower that is 10 block high
- Images of buildings to support children with ideas

Additional:

- Calming activities such as yoga, stretching or mindfulness
- Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents.

- Clear calm/quiet zone set up within the provision. (With guidance from adults, children to begin using this space if they need to 'reset'.)

Spring

Strand: Self-Regulation

Core Taught

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

- To identify and verbalise feelings of happy, sad, angry, tired and hungry.
- To know, understand and identify their own feelings of frustrated, jealous, scared, worried, excited
- To know that all feelings are okay.
- To know that 'happy' helps you learn.
- To show awareness of what feelings look like in others. To show sensitivity to others' feelings. (Example- soothing someone who is crying.)
- To begin using a range of strategies to help regulate their behaviour.
- To begin to set own simple goals.
- To begin to show awareness of steps needed to achieve goals.
- To wait their turn in a whole class situation.

Core Provision

Classroom:

- Adults support children to regulate their feelings whilst modelling this to other children. (Example- When sad accept support from a familiar adult or peer.)
- Adults model a range of strategies to regulate their behaviour – calming activities if very excited, asking for help if frustrated.
- Opportunities for activities that require simple steps to complete – art activities that require drawing then painting
- Adults modelling full sentence responses to questions or comments.
- Playing turn taking games
- To be able to follow simple 3-part instructions, e.g. Can you put the **blue plates** and **green cups** in the **home corner**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.
- Modelling of what good learning behaviours are

Small world:

- To know that you can learn new things by listening and paying attention.
- To show focused attention whilst the teacher is speaking. (With an increase in duration throughout the term.)
- To know different appropriate responses for different scenarios.
- To use good manners and understand why it is important.
- To be able to follow 3-part instructions involving key details.

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
- 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

- Characters/puppets showing different emotions
- Visuals of different emotions
- Visuals of different scenarios – e.g. Child worried about going to a new school, child jealous of another child's toy, child scared of climbing up high
- Visuals of 'good manners' saying, 'thank you' and 'please'.

Home corner:

- Images of 'good manners' at the table – incorporate this into lunch time as appropriate.

Outside:

- With guidance from adults, begin to set their own simple goals – eg. Building a tower.
- With guidance from adults, follow steps to achieve goals – what do we need to build a tower?
- With guidance from adults, show focused attention whilst they are speaking.
- With support from adults – understand and use strategies to support waiting
- Adults modelling full sentence responses to questions or comments.
- Playing turn taking games – obstacle courses, waiting to climb a ladder etc
- To be able to follow simple 3-part instructions, e.g. Can you put the **big spades** and **castle buckets** in the **sand area**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.

Water:

- Sensory activities such as bubbles, cleaning, pouring

Construction:

- Turn taking games

	<ul style="list-style-type: none"> - Building with clear goal at the end – e.g. To build an airplane that 4 children can sit in. <p>Additional:</p> <ul style="list-style-type: none"> - Calming activities such as yoga, stretching or mindfulness - Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents. - Clear calm/quiet zone set up within the provision. (With minimal guidance from adults, children to begin using this space if they need to 'reset'.)
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Summer	
Strand: Self-Regulation	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills: To teach and encourage the children to independently:</p> <ul style="list-style-type: none"> - identify and understand the different feelings (happy, sad, angry, jealous, worried, frustrated, scared, excited, tired, hungry) - To be able to describe the different feelings (happy, sad, angry, jealous, worried, frustrated, scared, excited, tired, hungry) - Know that everyone has feelings and that all feelings are okay. 	<p>Classroom:</p> <ul style="list-style-type: none"> - Adults support children to regulate their feelings whilst modelling this to other children. (Example- When sad accept support from a familiar adult or peer.) - Adults model a range of strategies to regulate their behaviour – calming activities if very excited, asking for help if frustrated. - What things to do when meeting new adults/new children. - Opportunities for activities that require simple steps to complete – art activities that require drawing then painting - Adults modelling full sentence responses to questions or comments.

- Talk about moving class and what that will look like – follow transition policy of the school.
- Know that gestures and facial expressions show different feelings. (Example- when you are happy you are smiling.)
- Know that some feelings look different in our face and our bodies.
- To know that 'happy' helps you learn.
- Understand that others act differently based on their feelings.
- To begin to understand the warning signs of different feelings.
- Know when to seek help from an adult to support with feelings. To know and use some strategies to regulate their behaviour based on their feelings.
- To be able to create own goals and challenges for themselves.
- To know steps to achieve their own goals.
- To be able to wait their turn in whole class situations and control immediate impulses (E.G- not calling out, staying in their space in line.)
- To use a range of strategies when waiting.
- To show focused attention when a teacher is speaking through body language.
- To know why is important to give focused attention.
- To show appropriate responses when spoken to even when engaged in an activity. (E.G- nod of head, verbal agreement etc.)
- To follow instructions involving several ideas or actions.

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

- Playing turn taking games
- To be able to follow simple 3-part instructions, eg. Can you put the **blue plates** and **green cups** in the **home corner**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.
- Modelling of what good learning behaviours are
- Modelling use a range of strategies when waiting.
- Model and scaffold focused attention when a someone is speaking through body language.

Small world:

- Characters/puppets showing different emotions
- Visuals of different emotions
- Visuals of different scenarios – eg. Child worried about going to a new class, child excited about meeting a new teacher
- Visuals of 'good manners' saying 'thank you' and 'please'.

Home corner:

- Images of 'good manners' at the table – incorporate this into lunch time as appropriate.

Outside:

- With guidance from adults, begin to set their own simple goals – eg. Building a tower.
- With guidance from adults, follow steps to achieve goals – what do we need to build a tower?.
- With guidance from adults, show focused attention whilst they are speaking.
- With support from adults – understand and use strategies to support waiting
- Adults modelling full sentence responses to questions or comments.
- Playing turn taking games – obstacle courses, waiting to climb a ladder etc

- 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

- To be able to follow simple 3-part instructions, eg. Can you put the **big spades** and **castle buckets** in the **sand area**?
- Visuals of different emotions on display and referred to by adults – modelling different emotions.

Water:

- Sensory activities such as bubbles, cleaning, pouring

Construction:

- Turn taking games
- Building with clear goal at the end – eg. To build an airplane that 4 children can sit in.

Additional:

- Calming activities such as yoga, stretching or mindfulness
- Clear, consistent behaviour expectations modelled by all adults and communicated to both children and parents.
- Clear calm/quiet zone set up within the provision. (Children to begin independently using this space if they need to 'reset'.)