

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: Language, Attention and Understanding	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills:</p> <ul style="list-style-type: none"> - Teach and model whole body listening and what this looks like – visuals, prompts visible to children - During short whole class input, whole body listening prompts used regularly by adults. - During small group and 1:1 activities, whole body listening visuals and prompts used to remind children expectations when at focused activities. - Teach, model and scaffold how to ask and answer who, what, where questions during whole class and small group reading. (Model doing this to clarify own understanding of a story.) - Modelling thinking of linking events in a story to wider life – egg LRRH going to visit Granny, how do you get to your Nan’s house? Do you take her flowers? - Scaffold whole class and small group activities with focus on understanding of instructions/interaction and attention e.g. Simon Says, spot the mistake, nursery rhymes, stories, spot the difference, memory games. - Model appropriate responses to what happens in a story e.g. ‘gasp’ when something happens suddenly, ‘laugh at a joke in a story’ 	<p>Classroom:</p> <ul style="list-style-type: none"> - Visuals of ‘whole body listening’ - Adults use songs and visuals used to get children's attention during learning times. - Routines and ways of communicating these embedded and consistently used by all adults. - Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions. <p>Small world:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Who, what, where questions in area <p>Home corner:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Who, what, where questions in area - Provide opportunities and support memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop? <p>Reading area:</p> <ul style="list-style-type: none"> - Puppets and props provided for children to use to show understanding of stories - Adults reading stories in small groups prompting with visuals for whole body listening - Who, what, where questions in area - Appropriate jokes and riddles shared

- Visuals of how you felt when you read the story (impact on reader)
- Books with noise buttons

Outside:

- Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults.

Water:

- Pots and pans that make different noises when you hit them with water in

Construction:

- Taking turns to build a tower/wall
- Some written instructions available to be read by an adult, to build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.)

Additional:

- Can you find the noise? Hidden speakers in the environment
- Listening treasure chest – different items that make a noise in a bag
- Musical instruments
- Books with noise buttons
- Ready, steady, go games with cars, racing, knocking down a tower,
- Listening walks

Spring

Strand: Language, Attention and Understanding

Core Taught

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

- Whole body visuals used to remind children of expectations as needed.
- During longer whole class input, whole body listening prompts used when needed.
- During small group and 1:1 activities, whole body listening visuals and prompts used when needed to remind children expectations when at focused activities.
- Continue modelling asking and answering who, what, where questions during whole class and small group reading. Encourage children to ask questions to clarify their understanding. Read stories with funny problems for children to ask questions about. Use interesting artefacts for children to ask questions about.
- Teach, model and scaffold children to make links between events in stories and their lives.

Core Provision

Classroom:

- Visuals of 'whole body listening' used to prompt children – on carpet and at tables
- Adults use songs and visuals used to get children's attention during learning times.
- Routines and ways of communicating these embedded and consistently used by all adults.
- Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions.
- Adults prompt and scaffold children making comments about what they have learned using focused questioning

Small world:

- Puppets and props provided for children to use to show understanding of structure of stories and what happens
- Who, what, where questions in area
- Adults encourage and support linking events from stories to own lives in home corner and role play

Home corner:

- Revisit learning and encourage children to make comments and ask questions.
- Model making comments on stories using specific vocabulary that has been learned.
- Continue scaffolding whole class and small group activities with focus on understanding of instructions/interaction and attention e.g. Simon Says, spot the mistake – nursery rhymes, stories, spot the difference, memory games.
- Continue modelling appropriate responses to what happens in a story e.g. 'gasp' when something happens suddenly, 'laugh at a joke in a story' Encourage children to do this too.

- Puppets and props provided for children to use to show understanding of stories
- Who, what, where questions in area
- Provide opportunities for memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop?
- Adults support linking events from stories to own lives in home corner and role play

Reading area:

- Puppets and props provided for children to use to show understanding of stories
- Adults reading stories in small groups prompting with visuals for whole body listening
- Who, what, where questions in area
- Appropriate jokes and riddles shared
- Visuals of how you felt when you read the story (impact on reader)
- Books with noise buttons

Outside:

- Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults.

Water:

- Pots and pans that make different noises when you hit them with water in
- Interesting objects hidden in water and sand to promote questions.

Construction:

- Taking turns to build a tower/wall
- Some written instructions available to be read by an adult, to build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.)

Additional:

- Interesting artefacts found in 'discovery' area to promote questioning
- Planting seeds/bulbs to promote questioning of change over time
- Can you find the noise? Hidden speakers in the environment
- Listening treasure chest – different items that make a noise in a bag

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| | <ul style="list-style-type: none"> - Musical instruments - Books with noise buttons - Ready, steady, go games with cars, racing, knocking down a tower, - Listening walks |
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Summer

Strand: Language, Attention and Understanding

Core Taught

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

- Whole body visuals used to remind children of expectations as needed.
- During longer whole class input, whole body listening prompts used when needed.

Core Provision

Classroom:

- Visuals of 'whole body listening' used to prompt children – on carpet and at tables
- Songs and visuals used to get children's attention during learning times.
- Routines and ways of communicating these embedded and consistently used by all adults.
- Adults prompt and scaffold whole body listening during whole class, small groups and 1:1 discussions.

- During small group and 1:1 activities, whole body listening visuals and prompts used when needed to remind children expectations when at focused activities or when learning as a whole class.
- Recap asking and answering who, what, where questions during whole class and small group reading. Encourage children to ask questions to clarify their understanding. Read stories with funny problems for children to ask questions about. Use interesting artefacts for children to ask questions about.
- Model, scaffold and encourage children to make links between events in stories and their lives and prior learning.
- Revisit learning and encourage children to make comments and ask questions.
- Model making comments on stories using specific vocabulary that has been learned.
- Recap and scaffold whole class and small group activities with focus on understanding of instructions/interaction and attention eg. Simon Says, spot the mistake – nursery rhymes, stories, spot the difference, memory games.
- Scaffold and encourage appropriate responses to what happens in a story e.g. 'gasp' when something happens suddenly, 'laugh at a joke in a story'

- Adults prompt and scaffold children making comments about what they have learned using focused questioning

Small world:

- Puppets and props provided for children to use to show understanding of structure of stories and what happens
- Who, what, where questions in area
- Linking events from stories to own lives in home corner and role play

Home corner:

- Puppets and props provided for children to use to show understanding of stories
- Who, what, where questions in area
- Memory games whilst playing – what ingredients did I need for the cake? What did I need to buy from the shop?
- Linking events from stories to own lives in home corner and role play

Reading area:

- Puppets and props provided for children to use to show understanding of stories
- Adults reading stories in small groups prompting with visuals for whole body listening
- Who, what, where questions in area
- Appropriate jokes and riddles shared
- Visuals of how you felt when you read the story (impact on reader)
- Books with noise buttons

Outside:

- Visuals and songs used to get children's attention during outdoor play. Routines embedded by all adults.

Water:

- Pots and pans that make different noises when you hit them with water in
- Interesting objects hidden in water and sand to promote questions.

Construction:

- Taking turns to build a tower/wall

- Some written instructions available to be read to follow along and build. (E.G put the large blue brick at the bottom, add two small red bricks on top etc.)

Additional:

- Interesting artefacts found in 'discovery' area to promote questioning
- Planting seeds/bulbs to promote questioning of change over time
- Can you find the noise? Hidden speakers in the environment
- Listening treasure chest – different items that make a noise in a bag
- Musical instruments
- Listening walks
- Books with noise buttons
- Ready, steady, go games with cars, racing, knocking down a tower,