

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: PSED- Managing self	
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 learning on what a rule is, why we have rules (to keep ourselves and others safe, to help us learn) and what the class rules and expectations are. – Teach, model and scaffold what the rights and wrongs in the classroom environment are. – Teach, model and scaffold following instructions and working/playing with others. – Teach, model and scaffold learning on how to behave in a range of situations – playing with friends, sitting on the carpet, moving around the school, behaviour in lunch hall, behaviour in playground, behaviour in assembly. – Teach and model the classroom rules verbally. Refer to the traffic light behaviour system/consequences for negative behaviour and the process for the thinking space. – Teach different emotions and how each one feels and discuss coping mechanisms for each emotion. (E.G- Use the emotions book: https://www.amazon.co.uk/How-are-you-feeling-today/dp/1472906098/ref) – Teach and model joining in with others (whole class and small group), taking turns and how to negotiate. 	<p>Classroom:</p> <ul style="list-style-type: none"> -Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. Photos to illustrate each rule/value. - All adults use consistent strategies to support following rules and behaviour policy. -Challenges 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. -Activities: (https://www.amazon.co.uk/Helping-Young-Children-Listen-Bayley/dp/1903670756) -Adults encourage children to be able to say what a classroom rule is (4 children in a certain area) and verbalise the reasons why eg. We have 4 children in this area because there is enough room for 4 people. -Adults encourage children to follow class routines independently (E.G: collecting bags/coats, going to the toilet etc.) -Adults support children to begin to understand that choices have consequences and how the thinking space will be used if wrong choices are repeated. -Adults support children to verbalise how I am feeling and what I can do for each emotion, how I can help my friends. -Adults support children to verbalise how to take turns and how to negotiate with support. -Provide opportunities for children to give things a go again and make improvements. <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.

- Modelling of making the correct choices independently, without reminders
- Model independently choosing and accessing the provision in the class
- Model thinking out loud whether they need help with something, or not, and how to ask for help when needed.
- Model beginning to try things again and make improvements to make things better
- Model that taking risks is part of learning and scaffold taking risks in different areas of the provision

Playing and Exploring

- Showing an interest
- Initiating activities
- Engaging in activities

Active Learning

- Persisting when challenges occur
- Being proud of how they have accomplished things
- Maintaining focus on their activity for a period of time

Creating and Thinking Critically

- Thinking of ideas
- Finding ways to solve problems
- Making links and noticing patterns in their experience
- 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

- 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.

Small world:

- 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.

Home corner:

- 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.

Reading area:

- Clear rules and expectations established and modelled in area.
- Books based on emotions/changes/rules/challenges/perseverance etc.
- 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.

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 channelling and how to work together to build
- opportunities for children to take 'risks' and adults model and scaffold risk taking

Water:

- Clear rules and expectations established and modelled in area.
- Photos of where all equipment belongs.

	<p>-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> <p>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.</p> <p>Bathroom: -Visual reminders - 'How to wash your hands' -One person at a time in each cubical. -Routine for going to the toilet: (E.G, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin.)</p> <p>Additional: -Fire brigade safety talk -Expectations and how to behave when out on trips. Follow the expectations and our school rules.</p>
--	---

Spring	
Strand: PSED- Managing self	
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 what a rule is, why we have rules (to keep ourselves and others safe, to help us learn) and what the class rules and expectations are. 	<p>Classroom: -Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations. - All adults use consistent strategies to support following rules and behaviour policy. -Challenges visible throughout provision. -Traffic light system for behaviour with children's names to be added.</p>

- Revisit what the rights and wrongs in the classroom environment are and the consequences of behaviour.
- Revisit following instructions and working/playing with others.
- Revisit learning on how to behave in a range of situations and why rules may be different in different situations – on a school trip you must be accompanied by adults when going to the bathroom etc.
- Give opportunities to develop confidence when speaking in front of the whole class.
- To independently and regularly access all areas of provision
- To take risks and try new activities with some adult encouragement
- Taking risks in all areas of the provision (with some adult encouragement)
- How and when to ask for help, without compromising independence
- Ethos of learning- mistakes are okay, the help us learn
- To begin articulating what they have learnt from a mistake
- To listen to feedback from adults and peers and begin responding in a positive manner.
- With support, understand that mistakes help me learn and how to tackle things that may be difficult.
- With support, understand that the more practise will result in getting better at each skill.
- To learn from mistakes and make positive changes in the future
- How to dress themselves without adult assistance (In school and at home)

-Children to have allocated carpet spaces for talk partners and to be changed every half term.

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.

Small world:

- 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.

Home corner:

- 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.

Reading area:

- Clear rules and expectations established and modelled in area.
- Books based on emotions/changes/rules/challenges/perseverance etc.
- 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.

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.

- To know and understand what a healthy diet is
- To suggest why a healthy diet is important
- To understand the importance of good personal hygiene
- To independently wipe nose when needed, without prompting
- To independently wash hands when needed, without prompting
- How to solve disagreements/disputes calmly

Playing and Exploring

- Showing a particular interest
- Initiating and engaging in activities
- Pretending objects are something else from experiences.
- Independently representing experiences in play.
- Not easily distracted

Active Learning

- Persisting when challenges occur
- Try a different approach
- Bouncing back after difficulties

Creating and Thinking Critically

- Notice patterns in experiences
- Making predictions and explaining.
- Testing ideas, developing ideas of grouping, sequences, cause and effect.

-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.

Bathroom:

- Visual reminders - 'How to wash your hands'
- One person at a time in each cubical.
- Routine for going to the toilet: eg, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin.

Additional:

- Expectations and how to behave when out on trips. Follow the expectations and our school rules.
- Road safety talk

Summer	
Strand: PSED- Managing self	
Core Taught	Core Provision
Specific learning from taught sessions, focused on knowledge and skills:	Classroom: -Rule and expectations established for each area. Clear reminders and modelling of the rules and expectations.

- To know that games have set rules and follow the rules to complete games. Understand how to cope with winning and losing games.
- To know how game rules are different to other rules
- To know a wide range of rules related to situations in and out of school
- To understand the reasons behind rules and why they may change in different situations (E.G- school trip)
- The Rule of Law & Society
- The Rule of Law
- To know what morals are
- To understand how responses affect others
- To negotiate with others and ways to solve problems
- To understand the impact of choices
- How to solve disagreements/disputes calmly
- To solve most disputes with peers independently
- To try new activities without hesitation
- To understand how to risk assess activities and situations
- To independently risk assess trying new activities and overcome obstacles
- To take risks in all areas of the provision
- Show independence in their own learning (Choosing their own learning, setting challenges and goals)

- All adults use consistent strategies to support following rules and behaviour policy.
- Challenges 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.
- Nose wiping station to be set up with a mirror, tissues, labelled photos of the steps of how to blow your nose and clean your hands.

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.

Small world:

- 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.
- How to share equipment and negotiate with others.

Home corner:

- 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.

Reading area:

- Clear rules and expectations established and modelled in area.
- Books based on emotions/changes/rules/challenges/perseverance etc.
- 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.

- To know what responsibility is
- To take responsibility for their own learning
- To welcome challenge and look for challenges in provision
- To understand my mistakes help me learn and how to tackle things that may be difficult.
- To understand that the more practise will result in getting better at each skill.
- To know and understand what a healthy diet is
- To suggest why a healthy diet is important
- To explain the importance of good person hygiene

Playing and Exploring

- Independently representing experiences in play
- Not easily distracted
- Taking on a role in their play
- Acting out experiences with others.
- Seeking challenge and a can-do attitude.
- Learning by trial and error.

Active Learning

- Persisting when challenges occur
- Try a different approach
- Bouncing back after difficulties
- Showing satisfaction in meeting goals and being able to talk through their processes.

Creating and Thinking Critically

- Planning, making decisions and reviewing activities, solving problems to reach a goal.
- Checking how well their activities are going and how to tackle tasks.
- Changing strategy if needed
- Reviewing approaches.

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.

Bathroom:

- Visual reminders - 'How to wash your hands'
- One person at a time in each cubical.
- Routine for going to the toilet: eg, tissue in the toilet, flush the toilet, using soap, turn off the tap after washing hands, paper towel in the bin.

Additional:

Expectations and how to behave when out on trips. Follow the expectations and our school rules.