

Reception Long-Term Plan September 2021

Emily Matthews and Katie Manderville

PSED

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	<ul style="list-style-type: none"> - Settles into school and begins to feel part of a community. - Develops confidence in their new school setting. - Seeks out companionship with adults and other children, sharing experiences and play ideas. - Begin to show consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. <p><u>Aut 1 Book: Stick and Stone (about kind friendship)</u></p> <ul style="list-style-type: none"> - Recognise and begin to find ways to sort out conflict, sometimes with adult support. - Begin to talk through problems with other children. 	<ul style="list-style-type: none"> - Continues to settle into school and makes good relationships with adults and peers. - Has confidence in their setting and feels safe with adults in the setting. - Develop friendships with other children that help them understand other's points of view. - Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. <p><u>Aut 2 Little Robin Red Vest book about giving kindly.</u></p> <ul style="list-style-type: none"> - Recognise and begin to find ways to sort out conflict, sometimes with resources like sand-timers to help turn taking. - Begin to talk through problems with other children. 	<ul style="list-style-type: none"> - Shows what they have learnt about social interactions and relationships through their play. - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. - Develop friendships with other children that help them understand other's points of view and challenge own and other's thinking. - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. - Understand and begin to form consistent and stable friendships. 	<ul style="list-style-type: none"> - Shows what they have learnt about social interactions and relationships through their play. - Will seek out adult support when necessary and can articulate their needs and wants. - Develop friendships with other children that help them understand other's points of view and challenge own and other's thinking. - Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. - Thinks about the perspectives of others. 	<ul style="list-style-type: none"> - Plays cooperatively with others, taking turns well. - Will seek out adult support when necessary and can articulate their needs and wants. - Make positive and consistent friendships. - Understands the needs and feelings of others. - Able to sort out conflicts with peers. 	<ul style="list-style-type: none"> - Works and plays cooperatively with others, taking turns without support. - Form positive attachments to adults and friendships with peers. - Shows sensitivity to the needs and feelings of others and themselves. - Able to sort out conflicts with peers without the support of adults.

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Sense of self and managing self	<p>- Become familiar with resources in the classroom.</p> <p><u>Aut 1 Introduce Super Hero CoEL</u></p> <p>- Learn the rules and routines of the classroom.</p> <p><u>Aut 1 Children help to make safety signs for classroom</u></p> <p>- Notice similarities and differences between themselves and others.</p> <p>- Develops a confidence with adults so they can ask for help and express their needs.</p> <p>- With occasional reminders, be able to manage their own personal hygiene, i.e. going to the toilet and washing their hands.</p>	<p>- Be independent in choosing resources to achieve a goal.</p> <p>- Learn and follow the rules of the classroom and school.</p> <p>- Become more aware of similarities and differences in more detailed ways and identify themselves in relation to social groups and their peers.</p> <p>- Has confidence and self-esteem with adults and peers in class so they feel safe to try new things and take risks.</p> <p>- Be able to put on own coats and winter clothes e.g. gloves, scarves, hats. and attempt to do up own buttons and zips.</p>	<p>- Be willing to attempt "Rainbow challenges" independently.</p> <p>- Follow school rules without needing reminding by an adult.</p> <p>- Develop ideas about themselves according to messages they might hear from others and speaks freely about home and community.</p> <p>- Becomes more able to manage their own needs.</p> <p>- Understand why we need to wash our hands.</p>	<p>- Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>- Understand why we have rules and why they are important.</p> <p><u>Sp 2 visit from the community police</u></p> <p>- Speaks freely about home and community and is aware of their relationships to certain social groups</p> <p>- Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p> <p>- Understand that some foods are healthy and some are not so good in large amounts.</p>	<p>- Show resilience and perseverance in the face of a challenge.</p> <p>- Know what is right and what is wrong.</p> <p>- Aware of their relationships to certain social groups and communities and is sensitive to prejudice and discrimination.</p> <p>- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>- Understand the importance of healthy food choices.</p>	<p>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>- Aware of their relationships to certain social groups and communities and is sensitive to prejudice and discrimination.</p> <p>- Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>

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Self-regulation and Understanding emotions	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in school. - Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”. - Beginning to develop appropriate ways of being assertive. - Learning negotiation skills with support. 	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in school. <u>Christmas production</u> - Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Begins to understand how others might be feeling. - Talks about how others might be feeling and responds according to the other person’s needs and wants. - Learning to share and take turns with less support. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Expresses their feelings and considers the feelings of others. - Beginning to see that their choices, actions and behaviour can have an impact on others, e.g. they can hurt other people’s feelings. - Begin to see the need to adapt their behaviour depending on different events, social situations and with changes in routine. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Understands their own feelings and those of others and can offer empathy and comfort. - They can see that their choices, actions and behaviour can have an impact on others, e.g. they can hurt other people’s feelings. - Identify and moderate their own feelings socially and emotionally. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Understands their own feelings and those of others and can offer empathy and comfort. - Talks about their own and others’ feelings and behaviour and its consequences. May attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. - Is aware of behavioural expectations and sensitive to ideas of justice and fairness. 	<ul style="list-style-type: none"> - 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. <p><u>Sum 2 Transition activities, ready for Year One</u></p>