

Year R – Wrens Long-term plan 2019-2020						
2019-2020	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme (may change according to children's interests)	All about me/starting school	Celebrations around the world	People who help us/ Superheroes	Growing and changing	Fairy tales	Under the sea
PSED themes	Being me in my new world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Focus weeks/days	Art afternoon during week 1 Drama workshops 18/19 Sep KS1 Lead Harvest Festival 4 Oct	Anti-bullying 11-15 Nov Remembrance 11 Nov Children in Need 15 Nov YR & KS1 nativity 11/12 Dec Christmas service 16 Dec Panto 17 Dec	Art afternoon during week 1 Safer internet day 4 Feb Dance Festival 14 Feb	Pancake race 25 Feb World book day 5 Mar Sport Relief 13 Mar Inter-house music 27 Mar Easter service	Art afternoon during week 1 Creative Prayer Day 22 May	Sports Week 6-10 Jul Sports Day 7 Jul Reports out 10 Jul Summer Fete 11 Jul Young Musician 14 Jul Transition 15-16 Jul Awards assembly 16 Jul Leavers Service 17 Jul

Early Learning Goals met through daily routine:

## Personal, Social and Emotional development

### PSED Making Relationships

Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)

### **Busy Learning time**

Initiates conversations, attends to and takes account of what others say. (40-60)

**Busy Learning**

Takes steps to resolve conflicts with other children, e.g. finding a compromise. (40-60)

**Busy Learning****PSED Self Confidence and Self awareness**

Confident to talk to other children when playing, and will communicate freely about own home and community. (30-50)

**Busy Learning time, circle time**

Can select and use activities and resources with help. (30-50)

**Busy Learning time**

Confident to speak to others about own needs, wants, interests and opinions. (40-60)

**Busy Learning, group time****PSED Managing feelings and behaviour**

Aware of own feelings, and knows that some actions and words can hurt others' feelings. (30-50)

**Circle time, busy learning, group time**

Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. (30-50)

**Busy Learning time, group time**

Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. (40-60)

**Busy Learning, Circle time**

Aware of the boundaries set, and of behavioural expectations in the setting. (40-60)

**Busy Learning, Circle time, group time (All routines)**

## Communication and Language

### CL Listening and attention

Listens to others one to one or in small groups, when conversation interests them. (30-50)

**Circle time, group time, busy learning**

Listens to stories with increasing attention and recall. (30-50)

**Shared reading**

Maintains attention, concentrates and sits quietly during appropriate activity. (40-60)

**Whole class time, group time, assembly, prayer time**

### CL Understanding

Responds to simple instructions, e.g. to get or put away an object. (30-50)

**All routines**

Listens and responds to ideas expressed by others in conversation or discussion.(40-60)

**Show and tell, circle time**

### CL Speaking

Can retell a simple past event in correct order (30-50)

Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30-50)

**Show and tell, reviewing busy learning**

Uses talk in pretending that objects stand for something else in play. (30-50)

Uses language to imagine and recreate roles and experiences in play situations. (40-60)

Introduces a storyline or narrative into their play. (40-60)

**Role play, Busy Learning**

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (40-60)

**Circle time**

## Physical Development

### PD Moving and handling

Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. (30-50)

**Busy Learning outside, playtime**

Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. (40-60)

**Busy Learning outside, playtime**

Shows a preference for a dominant hand (40-60)

**Group time, busy learning**

PD Health and self-care

Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. (30-50)

**All routines**

Can usually manage washing and drying hands. (30-50)

**Toilet routine, lunch time**

Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. (30-50)

**Playtime, Busy learning outside, home time routine**

Eats a healthy range of foodstuffs and understands need for variety in food. (40-60)

**Fruit and milk time, lunch time**

Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (40-60)

**All routines**

## Literacy

### L Reading

Listens to stories with increasing attention and recall. (30-50)

Describes main story settings, events and principal characters. (30-50)

**Whole class shared reading, 1:1 reading with adult, guided reading**

Recognises familiar words and signs such as own name and advertising logos. (30-50)

**Self registration**

Hears and says the initial sound in words. (40-60)

**Daily phonics, 1:1 reading with adult**

Enjoys an increasing range of books (40-60)

**Shared reading, 1:1 reading with adult, home reading book**

### L Writing

Sometimes gives meaning to marks as they draw and paint. (30-50)

Gives meaning to marks they make as they draw, write and paint. (40-60)

**Group time, Busy Learning**

## Mathematics

### M Numbers

Shows an interest in numerals in the environment. (30-50)

Recites numbers in order to 10. (30-50)

#### **Calendar maths, Busy Learning**

Recognise some numerals of personal significance. (40-60)

#### **Birthdays, calendar maths**

Records, using marks that they can interpret and explain. (40-60)

#### **Busy Learning, group time**

Begins to identify own mathematical problems based on own interests and fascinations. (40-60)

#### **Busy learning**

### M Shape, space and measures

Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (40-60)

#### **Calendar maths**

## Understanding the world

### UW People and the communities

Shows interest in the lives of people who are familiar to them. (30-50)

Remembers and talks about significant events in their own experience. (30-50)

Recognises and describes special times or events for family or friends. (30-50)

#### **Show and tell**

### UW The world

Shows care and concern for living things and the environment. (30-50)

#### **All routines, Busy learning outside**

### UW Technology

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. (50-50)

Knows that information can be retrieved from computers (30-50)

#### **Busy learning**



## Expressive arts and design

### AD Exploring and using media and materials

Sings a few familiar songs. (30-50)

**Calendar maths, fruit and milk time**

### AD Being imaginative

Engages in imaginative role-play based on own first-hand experiences. (30-50)

Uses available resources to create props to support role-play. (30-50)

**Busy Learning, role play corner**

Introduces a storyline or narrative into their play. (40-60)

Plays alongside other children who are engaged in the same theme. (40-60)

Plays cooperatively as part of a group to develop and act out a narrative. (40-60)

**Busy Learning, role play corner**