

Mixed Reception & Year 1 Long Term Plan

Key: Reception Year 1 All



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes/Interests of children	Me and My local area Starting School Autumn (Halloween) Family People who help us The local area	Let's Celebrate Harvest - Pumpkins Christmas Around the World Celebrations including Diwali	Wonderful world Winter Arctic environments Journeys / The world Chinese New Year Big School's best watch	Come Outside Life cycles Outdoors Gardening and flowers Spring Easter	We've grown a vegetable! Traditional tales Jock and the Bannock Garden Centres	The outside (Past and present) Summer Various outside Rock pools Mammals / Ponds Seaside
Possible Celebrations & Experiences	Class rules and routines Starting School Halloween, Autumn, Black History Month, Fire service visit	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Valentine's Day, Lunar New Year / Chinese New Year, NPCC Number Day, Super Internet Day	World Book Day, Easter, Roly, Mother's Day, Father's Day, World Art Day, Easter	International Museum Day, World Book Day, World Food Safety Day	Father's Day, Sports Day, Transition, Remembrance, Visit to the Seaside
Suggested Texts - Fiction and Non-Fiction						
Key Questioning Learning	What is it? What do we look like? Do we look like you? What is my body? Name of my body parts What do we eat? Where do I live? What is the name of my house? What do I live in? What is my house? What is my house? What is my house?	What is it called? What do you celebrate at home? How do we celebrate? What do you celebrate at home? Do we all celebrate in the same way? What happens during Christmas? What happens during Christmas? What happens during Christmas? What happens during Christmas?	What is the world? What is a landscape? What is the world? What is the world? What is the world? What is the world? What is the world? What is the world? What is the world? What is the world?	What is it? What happens in Spring? Can I see signs of Spring? What is new in Spring? What is new in Spring? What is new in Spring? What is new in Spring? What is new in Spring? What is new in Spring?	What is it? How do I grow a vegetable? What is a vegetable? What is a vegetable? What is a vegetable? What is a vegetable? What is a vegetable? What is a vegetable? What is a vegetable?	What is it? What do we look like? What do we look like? What do we look like? What do we look like? What do we look like? What do we look like? What do we look like? What do we look like?

- Small writing (beginnings)
- Counting skills - up to 10
- Shape a rock pool
- Storytelling
- Drawing pictures
- Music patterns in nature
- Text & water experiment
- Make books - good habits
- Thinking
- How many leaves can you put in your book before it falls?
- Cardboard job to do
- Making wrap job
- Making job with string
- Text creation
- Exploring patterns and creating my own
- Different textures
- Sun's Centre with the children
- Make my own book - yellow, dark, light
- Chinese dragons



Planning For Mixed Reception Year 1

Stephanie Lorenz



Planning For Mixed Reception Year 1:

Planning an Appropriate Curriculum in the Early Years Rosemary Rodger, 2012-03-15 Now its third edition *Planning an Appropriate Curriculum in the Early Years* offers a comprehensive guide for early years practitioners and students on how to plan and implement a suitable curriculum for the children in an Early Years setting It examines the key roles and responsibilities of practitioners working in early years settings and those with responsibility for leading and managing provision for EYFS in primary schools Fully and completely revised and updated in line with the review of the Early Years Foundation Stage and the latest research evidence this book covers all aspects of the curriculum including The areas of learning and development Assessment procedures and record keeping Leadership and management in the early years The role played by parents and carers in children s learning and development Planning for child initiated learning and adult led activities With case studies of good practice and questions for reflective practice and group work this fully updated best seller will be welcomed by students and practitioners looking to provide high quality and effective learning experiences for the under fives

Developing The Foundation Stage Lockett Andrew, 2003-11 *Schemes of Work* , Training to Teach in Primary Schools Jane Medwell, 2015-03-19 Full of practical help and guidance this is a must have for primary trainees on school experience whether they are in a school based or university based teacher training programme It begins by helping trainees to plan their own journey through training and beyond Taking control of their own training in this way supports student teachers to approach the course with confidence and secure their first teaching job The book provides guidance on adapting to working in school observing planning and evaluating in school teaching on placement assessing monitoring and reporting on children s progress self evaluation and how to pre empt and resolve issues securing the first teaching job and succeeding in the NQT year For student teachers the experience of school based training is exciting but also challenging this book supports them throughout and prepares them for the journey ahead Student feedback on this book Having been on a variety of teaching placements myself I know just how daunting and overwhelming experiences in school can be at times even with a supportive mentor by your side Hence I felt that this book can smooth out and rectify those worries one may face during a school placement and offers the reader a realistic insight into school experiences In my opinion the most useful chapter by far is the Moving On chapter near the end of the book This explains how to conclude a school placement what to expect from an interview and even how to set out a CV for a teaching position This was not something I expected to find in this book however it was very much welcomed and is in fact a very important valuable part of the book This is the type of book you can buy on your very first day of teacher training and use well into your days as a newly qualified teacher Jasmin Primary Teacher Trainee University of Northampton

Becoming an Outstanding Primary School Teacher Russell Grigg, 2014-09-19 What is meant by outstanding teaching What makes the best teachers stand out from the rest How can I develop my own practice to become an outstanding teacher myself Whether you are training to become a

primary school teacher or you are newly qualified and striving to improve your practice this fully updated second edition of *Becoming an Outstanding Primary School Teacher* will support inform and inspire you on your quest for excellence Throughout Russell Grigg draws on theory research and case studies of real classroom practice to discuss what it takes to become an outstanding primary teacher today This bestselling guide has been comprehensively revised to reflect the latest changes to the curriculum including the National Curriculum in England for 2014 and Scotland s Building Curriculum for Excellence It has also widened its scope to appeal to trainee and serving teachers reflecting the new Teachers Standards Key topics include defining and measuring outstanding teaching understanding the theory nature and scope of the curriculum developing thinking skills in the classroom understanding and meeting individual learning needs using ICT to improve pedagogy behaviour management monitoring assessment recording and reporting *Becoming an Outstanding Primary Teacher* will appeal to undergraduate and postgraduate students including those on school based programmes such as Teach First as well as more experienced teachers seeking inspiration

EBOOK: TEACHING THROUGH PLAY Neville Bennett,1997-01-16 This book is based on the findings of a research project into Reception Teachers Theories of Play funded by the Economic Social Research Council There is strong ideological and theoretical support for a play based curriculum in the early years But evidence suggests that teachers find this difficult to translate into practice The educational potential of play is not realized This study focuses on nine reception class teachers ranging from novices to experts in order to discover their theories of play and how these relate to classroom practice The data reveal new insights into how they strive to incorporate play into the curriculum in contrasting ways and the constraints they encounter in this process There is a need to improve the quality of teaching and learning through play *Teaching Through Play* makes a valuable contribution to this process

Children with Down's Syndrome Stephanie Lorenz,2012-10-12 This practical handbook offers advice on strategies for meeting the special educational needs of children with Down s syndrome in mainstream schools The aim is to increase the confidence of support assistants teachers SENCOs and senior managers in both primary and secondary schools in providing a quality education for these pupils while using scarce resources to best effect The author offers an introduction to the particular characteristics of children with Down s syndrome and their impact on learning and behaviour She considers the benefits of inclusive education and the most effective ways in which the National Curriculum can be made accessible She also examines working with the whole school parents and outside agencies as well as providing practical resources such as photocopiable proformas and checklists materials for INSET in schools and support services and a list of reading materials

Women and Planning Clara H. Greed,2003-09-02 The first comprehensive history and analysis of women and the planning movement covering the philosophical practical and policy dimensions A central theme is how men have rewritten planning in their own image in creating modern urban space

Enhancing Primary Mathematics Teaching Thompson, Ian,2003-09-01 Click on the link below to access this title as an e book Please note that you may require an Athens account

Inside the Literacy Hour Ros Fisher, 2003-12-16 The National Literacy Strategy is at the heart of the government drive to raise the standards in literacy in schools Based on a research project conducted in classrooms during the first year of the National Literacy Strategy NLS this book provides a practical analysis of the ways in which successful teachers have implemented the Literacy Hour Taking a reflective approach it chronicles how teachers have changed their attitudes and practice over the first year and questions why these changes have occurred With various descriptions of teachers practice and examples of children s writing throughout this is an in depth yet down to earth reflective analysis of effective literacy teaching Ros Fisher looks in detail at issues such as improving the teaching of literacy researching classroom practice children s learning in the Literacy Hour changing practice at Key Stage One and Two and mixed age classes and literacy for four year olds

Continuous Curriculum Lockett Andrew, 2004-05 Intends to share experience and practice among colleagues foundation stage practitioners and teachers in year one in primary schools as they seek to implement the QCA Foundation Stage Curriculum Guidance 2000 and the QCA Foundation Stage Profile 2003

Foundations of Primary Teaching Denis Hayes, 2013-06-17 Presenting a detailed introduction to all aspects of teaching within the primary school this new edition has been updated with new material on inclusion SEN legal issues ICT and teaching assistants

The Executive Years of the NHS Brian Edwards, Margaret Fall, 2005 This book provides a big picture look at the progression of the NHS executive boards in their various guises It questions how government should manage public services and health and whether the constitutional principle of parliamentary accountability will always demand that a minister be ultimately in charge

The Characteristics of Effective Learning Annie Woods, 2014-08-27 The characteristics of effective learning playing and exploring active learning and creating and thinking critically underpin young children s learning and development and are central to the revised Early Years Foundation Stage Practitioners need to be confident of planning observing and assessing characteristics of effective learners and understand how they support children s learning and development The book explores what the characteristics of effective learning look like and how practitioners can create opportunities for children to express them It considers the ways in which they connect with children s natural explorations play enjoyment and the environments created by adults Throughout the focus is on building on children s own interests as practitioners plan for observe and assess playing and exploring active learning and creativity and critical thinking Including encounters from authentic settings and provocative questions for reflective practice the book covers children s well being and motivations creating effective learning possibilities for all children engaging children s interests the role of the adult and environment sustained shared thinking This timely new text aims to help practitioners and students develop their understanding of the characteristics of effective learning and show them how they can support young children in become effective and motivated learners

Teaching Primary Art Jean Edwards, 2014-06-03 Teaching Primary Art is an introductory textbook for those training to teach and support learning in art in the primary school The book first explores the

underpinning philosophy and pedagogy of teaching and learning art including why we teach it planning and assessment and teaching and support strategies Then it covers the practical aspects of teaching art including a list of useful vocabulary to encourage talk around art and links to cross curricular learning

Play, Learning and the Early Childhood Curriculum Elizabeth Wood, Jane Attfield, 1996-05-28 This timely second edition explores recent developments which strongly endorse play as an integral part of the curriculum

Primary Teaching Catherine Carden, 2018-11-15 This book includes full coverage of the content of professional studies modules and goes beyond to support trainees on placements and in their learning on the course

Music in the Early Years Aelwyn Pugh, Lesley Pugh, 2013-11-05 Research findings repeatedly show that music is one of the subjects which teachers feel least confident to tackle There are many reasons for this not least being the lack of appropriate guidance and training This book is designed to help overcome these problems by providing class teachers with clear advice on how to plan resource and deliver a comprehensive programme which will challenge their pupils and enable them to progress and meet national requirements The book includes examples and activities which can be used as a basis for in service training within schools particularly for teachers who regard themselves as non specialists

Planning an Appropriate Curriculum for the Under Fives Rosemary Rodger, 1999 A guide to planning and providing for high quality learning experiences for children under five The author advises on providing for each area of learning and outlines the early learning goals which establish expectations for the majority of children Case studies of good practice are included

Research in the Early Years Pam Jarvis, Jane George, Wendy Holland, Stephen Newman, 2014-01-14 This new text is the only resource out there to address the needs of today's early years students trainees and support them through every stage of the early years research process Research in the Early Years contains case study material in the form of four fictional students experiences which run through the book Readers follow these example students through their dissertation module as they address common problems issues and pitfalls Clear explanations and a step by step approach are balanced with sufficient depth and rigour to challenge those on undergraduate courses or following graduate programmes such as EYPS

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