

RHE Reception Long Term Plan

Characteristics of Effective Learning		
Playing and Exploring - Engagement <ul style="list-style-type: none"> • Finding out and exploring ✓ • Playing with what they know • Being willing to 'have a go' ✓ 	Active Learning - Motivation <ul style="list-style-type: none"> • Being involved and concentrating ✓ • Keeping on trying ✓ • Enjoying achieving what they set out to do ✓ 	Creating and Thinking Critically - Thinking <ul style="list-style-type: none"> • Having their own ideas (creative thinking) ✓ • Making links (building theories) ✓ • Choosing ways to do things (critical thinking) ✓

Half term / Key question	Topic	In this unit of work, pupils may learn...	Lesson notes / resources
Autumn 1 What is a friend? Working toward meeting ELGs: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Building Relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Relationships	How can we be a good friend? How do friends make us feel? What can you do if you feel upset? How can you care for our friends? How do we share and take turns? What is a bully?	
Autumn 2 How are we the same and different? Working toward meeting ELGs: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Building Relationships: Show sensitivity to their own and to others' needs.	Living in the wider world	Are we all the same? How are we the same? How are we different? What do you like? What do you dislike?	

<p>Spring 1</p> <p>What makes me special?</p> <p>Working toward meeting ELGs: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Building Relationships: Show sensitivity to their own and to others' needs.</p>	<p>Relationships</p>	<p>What makes you special? What are you good at/your strengths? Who is in your family?</p>	
<p>Spring 2</p> <p>How can I keep safe?</p> <p>Working toward meeting ELGs: Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly; Past and Present: Talk about the lives of the people around them and their roles in society;</p>	<p>Health and wellbeing</p>	<p>How can we keep safe? Why do we have rules? Who can help you keep safe? Who is a stranger? Who is a safer stranger?</p>	
<p>Summer 1</p> <p>How can I keep my mind and body healthy?</p> <p>Working toward meeting ELGs: Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Show sensitivity to their own and to others' needs. Past and Present: Talk about the lives of the people around them and their roles in society;</p>	<p>Health and wellbeing</p>	<p>What does being healthy mean? Can you name parts of your body? How can we keep our bodies healthy? How can we keep our minds healthy? Who can help us keep our minds and bodies healthy?</p>	

<p>Summer 2</p> <p>How can I look after the environment?</p> <p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Building Relationships: Show sensitivity to their own and to others' needs.</p>	<p>Living in the wider world</p>	<p>How can we look after/help our environment?</p> <p>What materials can we recycle?</p> <p>How can we look after our seas and oceans?</p> <p>What can we do at school/local area to help the environment?</p>	
<p>Other areas of the EYFS that RHE will enable the children to work towards meeting ELGs:</p> <p>Listening, Attention & Understanding: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Self-Regulation: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>			