

# Reception Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me – What does love mean to me?	Happy helper – Who Helps Me?	Terrific Transport – How can I travel?	Our Wonderful World – What is it like over there?	Fabulous Food – Where does my food come from?	Glorious Growing – How do things grow?
Key Knowledge and Skills explored in the topic:	Starting School My New Class: Teacher, friend. Building relationships Classroom rules My birthday and when it is My Family: Mum, dad, brother, sister, nan, grandad Harvest Autumn	People Who Help Us: Fire, Police, Paramedic, Vet, Doctor, Nurse, dentist Looking after our teeth Bonfire Night: Guy Fawkes Road safety Christmas Bonfire Night Diwali Festival of Light Classroom roles Winter	Transport Travel Vehicles Journeys Energy: wind, fire, steam, electric Past and Present Chinese New Year Kandinsky	Culture Map work Atlases My community & the community of people in another country (Africa) Around the world travel Spring	Farming Growing food Farm to fork Heathy Eating Looking after our teeth Food Tasting Senses Summer	Minibeasts The Great Outdoors How can we look after our Earth and animals? Plants and life cycles Make a sculpture/transient nature art Lifecycles: plants and butterflies
Key Topic Texts and questions						

	<p><b>What does love mean to me?</b>          Who am I?          What do I look like?          What do I like to do?          What is a family?          Who is in my family?          What makes us a family?          What do we eat in my family?          What is your home like?          How have you changed since you were a baby?</p>	<p><b>Who helps me?</b>          Who helps me at home?          Who helps me at school?          Who helps me in my community?          Who helps me in an emergency?          Why do people wear poppies?          How and what do other children celebrate?          How do we celebrate Diwali?          How do we celebrate Christmas at home?          How do we celebrate Christmas at school?          Why do we send and receive gifts?</p>	<p><b>How can I travel?</b></p>	<p><b>What is it like over there?</b></p>	<p><b>Where does my food come from?</b></p>	<p><b>How do things grow?</b></p>
<p><b>Communication and Language</b></p>	<p>Children will begin to participate in small group, class and one-to-one discussions, offering their own ideas.           They will listen attentively and</p>	<p>Children will participate in small group, class and one-to-one discussions, offering their own ideas.           They will offer explanations for</p>	<p>Children will participate in small group, class and one-to-one discussions, offering their own ideas, beginning to use recently introduced vocabulary.</p>	<p>Children will participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p>	<p>Children will make comments about what they have heard and ask questions to clarify their understanding;           They will make comments about what they have</p>

	begin to 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>why things might happen.</p> <p>Children will express their ideas and feelings about their experiences using full sentences.</p>	<p>They will express their ideas and feelings about their experiences using sentences, including use of past, present and future tenses</p> <p>They will 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>They will offer explanations for why things might happen, making use of recently introduced vocabulary.</p> <p>They will hold a conversation when engaged in back-and-forth exchanges with their teacher.</p>	<p>conjunctions, with modelling and support from their teacher.</p> <p>They will make comments about what they have heard and ask questions.</p> <p>Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>heard and ask questions.</p> <p>Children will hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
PSED	Self Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges	Self Regulation: Listening and Following Instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
	Children will learn how to talk about their families and	Children will discuss ways that they can	Children will consider why it is important to follow rules. They will	Children will begin to understand why rules	Children will discuss how to keep money safe. They will	Children will explore the need for

	<p>discuss why they love them. They will talk about people that hold a special place in their life.</p> <p>In Year 1 children will explore how families are different to each other.</p>	<p>take care of themselves.</p> <p>In Year 1 children will Learn how to wash their hands properly. They will learn how to deal with an allergic reaction.</p>	<p>exploring what it means to be a safe pedestrian.</p> <p>In Year 1 children will practice what to do if they get lost. Identify hazards that may be found at home. Understanding people's roles within the local community that help keep them safe.</p>	<p>are important in school.</p> <p>In Year 1 children will recognise why rules are necessary and the consequences of not following rules. They will discuss how to meet the needs of different pets. Explore the differences between people. Recognise the groups that they belong to.</p>	<p>discuss what to do if they find money. They will explore choices people make about money. Develop an understanding of how banks work.</p> <p>In Year 1 children will Identify whether something is a want or need. Recognise that people make choices about how to spend money. Explore the reasons why people choose certain jobs.</p>	<p>exercise to stay fit and healthy. Children will explore healthy eating and the effects of this on their bodies.</p> <p>In Year 1 children will recognize their our own strengths.</p>
<p><b>Physical Development: Gross Motor Skills</b></p>	<p>Children will become increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Children will revise and refine the fundamental movement of skills</p>	<p>Children will take part in activities that develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics,</p>	<p>Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.</p> <p>In Year 1 children will be hitting objects with hands</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>In Year 1 children will use simple gymnastic shapes and actions to apply basic strength to gymnastic action</p>	<p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>In Year 1 children will focus on skills such as dribbling and passing</p>

	<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>In Year 1 children will explore space, direction, levels and speeds</p>	<p>sport and swimming.</p> <p>In Year 1 children practice basic movements such as running and jumping to engage in competitive activities</p>	<p>or bats, track and retrieve a rolling ball</p>		<p>In Year 1 children will move towards a moving bat and send and return a variety of balls.</p>	
<p><b>Physical Development: Fine Motor Skills</b></p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
<p><b>Literacy –</b></p>	<p>Through daily story time, Talk for Writing and Little Wandle Group Reading, by the end of Reception, children will be able to:</p>					

<p><b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>					
<p>Early Reading is taught following the Little Wandle Letters and Sounds program. By the end of the year, this will enable children at the expected level of development to:</p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>						
<p><b>Literacy: Word Reading</b></p>	<p>Phase 2: s a t p i n m d g o c k i s c k e u r l h b f l <b>the</b></p>	<p>Phase 2: f l l s s j <b>put pull full</b> <b>as</b> v w x y <b>and has his</b> <b>her</b> z z z q u -s/s/ <b>go no</b> <b>to into</b> sh th ng nk <b>she</b> <b>push he of</b> -s/z/ <b>we me be</b></p>	<p>Phase 3: ai ee igh oa oo oo <b>ar or was</b> <b>you they</b> ur ow oi ear <b>my by</b> <b>all</b> air er double letters <b>are sure pure</b> longer words</p>	<p>Phase 3: Review phase 3: ai ee igh oa o oar or ur oo ow oi ear  Review phase 3: er air words with double letters  Words with two or more digraphs  Longer words Words ending in - ing Compound words</p>	<p>Phase 4: Short vowels CVCC <b>said so</b> <b>have like</b> Short vowels CVCC CCVC <b>some come love</b> <b>do</b> Short vowels CCVCC CCCVC CCCVCC <b>were</b> <b>here little says</b> Longer words, compound words <b>there when what</b> <b>one</b> Root words ending in: -ing - ed/t/, -ed/id/ - ed/est/ <b>out</b> <b>today</b></p>	<p>Long vowel sounds CVCC CCVC Long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words with - s/s/ at the end Phase 4 words with - s/z/ at the end Phase 4 words with - es/z/ at the end longer words Root words ending in: -ing, -ed/t/, -ed /id/ /ed/, -ed/d/ Root words ending in: -er, -est longer words</p>

	Write recognisable letters, most of which are correctly formed.	Children will take part in daily formation practise as part of Little Wandle Letters and sounds program					
Literacy: Writing	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Name identification Tell a story Learn a story Text map Letter formation Role play</p>	<p>Name writing Learn a story Repeat Key story language Letter formation CVC words Role play</p>	<p>Name writing Learn a story Learn and use key story language to retell Lower case letter formation within words CVC words Use key story language to name and describe Role play</p>	<p>Name Writing Learn a story Learn, use and apply key story language to retell Lower case letter formation within words Speak a sentence Write phonetically plausible words into phrases and simple sentences Use finger spaces Use full stops Know about capital letters Role play</p>	<p>Name Writing Learn a story Learn, use and apply key story language to retell Lower case letter formation within words Capital letter formation Capital letters for starts of sentences Speak a sentence Write phonetically plausible words into simple sentences Use finger spaces Use capital letters full stops for starts of sentences and full stops Role play</p>	<p>Name Writing Learn a story Learn, use and apply key story language to retell Lower case letter formation within words Capital letter formation Capital letters for starts of sentences Speak a sentence Independently write phonetically plausible words into simple sentences Use finger spaces Begin to use capital letters full stops for starts of sentences and full stops Role play</p>
Mathematics	<p>Match, Sort and Compare</p> <p>Match objects</p>	It's Me 1,2,3					

	<p>Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p><b>Talk about measure and patterns</b></p>	<p><b>Circle and Triangles</b></p> <p>1,2,3,4,5</p> <p><b>Shapes with 4 sides</b></p>				
<p><b>Understanding the World: Past &amp; Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has</li> </ul>	<p>Children will learn about: Similarities and differences between and themselves and their friends at school Children will learn about their family and other types of family through a family tree</p> <p>They will identify their likes and dislikes and some people live differently and do things differently to them</p>		<p>Children will learn about old and new and study images from the past. Children will identify changes over time and know how transport has changed and what it was powered by in the past in comparison to what it is powered by now Children will learn about important people from the past who invented the first steam trains (George Stephenson) and the</p>			



<p>been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>In Year 1 children will create a timeline based on changes within living memory</p>		<p>first aeroplanes (The Wright Brothers)</p> <p>In Year 1 children will learn about significant people from the past such as Christopher Columbus.</p>			
<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p><b>Understanding the World: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural</p>	<p>Children will learn about about different types of home and name the rooms in their home. They will explore the idea that not everyone lives in the same home as them and talk about similarities and differences.</p>	<p>Children will learn about different cultures, festivals and celebrations including Diwali and Christmas UC RE Theme: Incarnation Why do Christians perform Nativity plays at Christmas? Religion: Christianity</p>	<p>Children will identify where they live on a map and where the city of Birmingham is in relation to the rest of the UK and the world. Children will identify Birmingham as a city and understand what this means. RE Theme: Celebrations How do people celebrate? Religions: Hinduism</p>	<p>Children will explain some similarities and differences between life in this country and life in Africa, Children will locate the UK and Africa on a map and talk about the oceans/countries passed to get to Africa. RE UC Concept: Salvation Key Question: Why do Christians put a cross in an Easter garden?</p>	<p>Children will learn about farmers and the jobs and tasks they have to complete They will study farm to fork and how food grows and becomes what we eat. They will learn about the process of growing wheat and about how farmers harvest crops in the Autumn time</p>	<p>Children locate the school in relation to Birmingham, UK and the wider world Children will learn about maps and follow a simple map to find where they live on a map Children will study pollution and how to look after the earth RE Theme: Special Places Key Question: What makes places special?</p>

<p>communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p>RE Theme: Special People What makes people special? Religions: Christianity, Judaism</p>		<p>In Year 1 children will explore a how toys have changed and differentiate between past and present toys.</p>	<p>Religion: Christianity In Year 1 children will learn about local features using aerial features and maps of the local area and compare this to physical features of China.</p>	<p>RE Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Religions: Christianity, Judaism, Islam  In Year 1 children will learn about local features using aerial features and maps of the local area and compare this to physical features of China.</p>
<p><b>Understanding of the World: The Natural World</b>  Explore the natural world around them, making observations</p>	<p>Children will learn about changes that take place and how the world appears differently in different seasons.  Children will learn about how Autumn</p>	<p>Children will learn about different cultures, festivals and celebrations including Diwali Christmas.  Children will learn about people who help us in the</p>	<p>Children will identify where they live on a map and where the city of Birmingham is in relation to the rest of the UK and the world. Children will identify</p>	<p>Children will use maps to locate places and identify weather patterns and their contrast to weather in the UK.</p>	<p>Children will understand some important processes and changes in the natural world: summer.  Children will learn about how the</p>	<p>Children will learn about planting and how things grow from seed.  They will learn about life cycles of a seed and a butterfly.</p>

<p>and drawing pictures of animals and plants.</p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>looks in the UK and around the world.</p> <p>Children will learn about owls and their body parts, owl habitats and other nocturnal animals.</p>	<p>community and name them and their jobs.</p> <p>UC RE Theme: Incarnation Why do Christians perform Nativity plays at Christmas? Religion: Christianity</p>	<p>Birmingham as a city and understand what this means.</p> <p>RE Theme: Celebrations How do people celebrate? Religions: Hinduism</p>	<p>Children will explore changing states of matter.</p> <p>Children will understand some important processes and changes in the natural world: spring.</p> <p>In Year 1 children will study the four seasons and compare the changes</p>	<p>seasons effect food growth and what happens in the Spring and Autumn time.</p>	<p>Children will name insects and their body parts.</p> <p>Children will understand some important processes and changes in the natural world: summer.</p>
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<p><b>Expressive Arts and design:</b> <b>Creating with materials</b></p>	<p>Children will recognise colours, learn to hold a paintbrush and mix primary colours.</p> <p>Children will name skin tone colours and name facial features to create a portrait.</p> <p>In Year 1 children will experiment with different materials</p>	<p>Children will begin to use tools for a purpose.</p> <p>They will print using a variety of objects including finger painting</p> <p>Junk modelling</p> <p>Children will make party hats using a range of textiles and joining techniques</p> <p>Children will make fairy cakes in preparation for a Christmas themed party learning how to follow instructions.</p> <p>In Year 1 children will use materials such as paper and card to make a sculpture</p>	<p>Children will use simple drawing techniques. They will Experimenting with materials</p> <p>They will create representations of ideas, people objects and responding and recreate artwork in the style of Lowry</p> <p>In Year 1 children will learn about Clarice Cliff and Jasper Johns</p> <p>In Year 1 children will make puppets using pins, staples and glue</p>	<p>Children will expressing feelings through different art techniques exploring the artwork of Kandinsky and his Kandinsky circles and recreate with hearts (Valentines day link)</p> <p>Children will explore Collage</p> <p>Children will explore sculpture through junk modelling and use reclaimed materials to design and make a mode of transport</p> <p>In Year 1 children will learn about Clarice Cliff and Jasper Johns</p> <p>In DT   year 1 children make a moving story book</p>	<p>Children will explore how materials can be used to create different effects such as leaves, fruits and vegetables</p> <p>Children will bake bread.</p> <p>Children will make a fruit salad/kebab</p>	<p>Children will create transient art work and use reclaimed materials to recreate pieces of art.</p> <p>Explore the artwork of Andy Goldsworthy and recreate natural artwork</p> <p>Children will create leaf rubbings</p> <p>In Year 1 children will learn about Clarice Cliff and Jasper Johns</p> <p>In Year 1 children will name places fruit and veg grow and make a smoothie</p>
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<p>Being imaginative &amp; expressive</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Sing a range of well-known nursery rhymes and songs;</p>	<ul style="list-style-type: none"> <li>• Five Little Ducks</li> <li>• There Were 10 in the Bed</li> <li>• Wind The Bobbin Up</li> <li>• Twinkle Twinkle Little Star</li> <li>• Finger Family</li> <li>• Bug in the rug</li> <li>• Rainbow song</li> </ul>	<ul style="list-style-type: none"> <li>• I'm a Little Diva Lamp</li> <li>• To Celebrate Diwali</li> <li>• Away in a Manger</li> <li>• Little Donkey</li> </ul> <p>We Wish You a Merry Christmas</p>	<ul style="list-style-type: none"> <li>• Row Row Row Your Boat</li> <li>• Choo Choo Train</li> <li>• The Wheels on the Bus</li> <li>• The Passengers Got on Two by Two</li> <li>• The Transport Song</li> </ul> <p>The Train Journey</p>	<ul style="list-style-type: none"> <li>• We're Going to the Zoo</li> <li>• Big Animals</li> <li>• On Safari</li> <li>• The Animals Went in Two by Two</li> <li>• Elephants Have Wrinkles</li> </ul> <p>Down in the Jungle</p>	<ul style="list-style-type: none"> <li>• Old Macdonald</li> <li>• Pat a Cake</li> <li>• Five Currant Buns</li> <li>• Making Bread Song</li> <li>• Vegetables Song</li> </ul> <p>One Potato</p>	<ul style="list-style-type: none"> <li>• Dingle Dangle Scarecrow</li> <li>• 5 Little Speckled Frogs</li> <li>• Incy Wincy Spider</li> <li>• Mary Mary</li> <li>• I'm a Little Seed</li> </ul>
<p>Educational Visits and Enrichment</p>	<p>Trip to church Local area walk Buy something from a local shop</p>	<p>Fire Fighter Visit Police Visit Doctor/Nurse visit</p>	<p>The Transport Museum Visit</p>	<p>Animal Man Visit</p>	<p>Mount Pleasant Farm Visit</p>	<p>Botanical Gardens Visit Library Visit</p>	

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