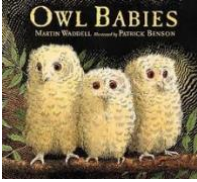
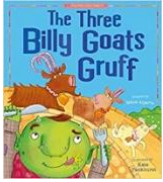
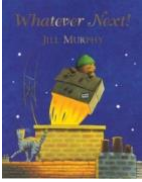
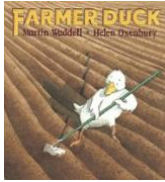
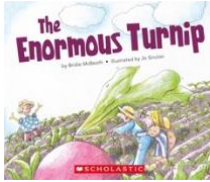
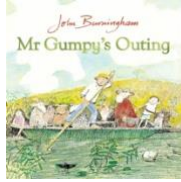


Reception Long Term Curriculum Plan 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me!	Traditional Tales	Transport	Spring Watch Where does our food come from?	Nature	Our World
Key Knowledge and Skills explored in the topic:	Starting School & My New Class Making New Friends People Who Help Us My Family Past and Present My Family	Autumn & Harvest Polar Regions Bonfire Night Christmas Bonfire Night Diwali Festivals of Light	Winter Transport Vehicles Journeys Energy: wind, fire, steam, electric Renewable energy	Spring Farm Animals Farm Vehicles Fruit & Vegetables Lifecycles: plants and butterflies Spring	Volcanoes & Rocks Minibeasts The Great Outdoors Make a sculpture/transient nature art linked to Andy Goldsworthy How can we look after our Earth and animals?	My community Around the world Atlases Underwater Beaches Seaside Holiday: the community of people in another country (Italy)
How this links to KS1	The dominant foundation subject has been identified for each topic. However, there are other subject links within each half term. Further information can be found by viewing each individual EYFS to KS1 bridging document, on the school's website.					
	PSHE & History Focus Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. Change how I interact and behave in different situations with support.	RE, Music and Arts Focus Why does it matter to be part of a community and what can we learn about Christians and community life? Why is belonging to God and the church family important to Christians? Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Science Focus, Design & Technology Focus Know there is a difference between an 'object' and the 'material from which it is made Identify and name a variety of materials (e.g., wood, plastic, glass, metal, water and rock) Describe the materials in terms of the properties hard or soft, rough or smooth, heavy or light,	Science Focus Identify and name a variety of common animals (from the fish, amphibian, reptile, bird and mammal groups). Know what a carnivore is and can name some animals that eat other animals (e.g., lion, cat, shark, polar bear...) Know what a herbivore is and can name some animals that eat only	Design & Technology: Food Focus & Geography Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and	Geography & Languages Focus Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Understand geographical similarities and differences. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.

	<p>Recognise that there are similarities and differences between people's values and attitudes</p>	<p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>shiny or dull, stiff or bendy and stretchy.</p> <p>Compare and group materials based on simple physical properties (e.g., shiny or dull).</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>plants (e.g. rabbit, cow, elephant, horse...)</p> <p>Know what a carnivore is and can name some animals that eat other animals (e.g., robins, humans, dogs, turtles...)</p>	<p>communication technology.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.</p>	
<p>Enrichment</p>	<p>Autumn Nature Walk Warley Woods Nurse/Firefighter/Police/Dentist visit Harvest Time Halloween</p>	<p>Bonfire Night Nativity Diwali and Hannukah Day Remembrance Day: Poppies Road Safety Bedtime Story Evening Children in Need Anti- Bullying Week Theatre Trip</p>	<p>Let's Fly to China & Chinese New Year Story Telling Week Internet Safety Day Research Transport Visit to Transport Museum/Science Museum/Road Safety</p>	<p>Farm Visit Hatching Chicks Planting seeds Easter Time Mother's Day Science Week Easter Egg Hunt Vincent Van Gogh Study Queen's Birthday</p>	<p>Make a Volcano Minibeast Hunt at Clent Hills Growing Vegetables Reading picnic with parents using fruit and vegetables grown to make a sandwich. Class Art Gallery Exhibition</p>	<p>Digital Mapping of our School Australian/Beach Day Father's Day Heathy Eating Week World Environment Day Ice cream van visit</p>

<p>Key Topic Texts</p>						
<p>These key topic texts are supplemented by the Reception reading spine, which is outlined on the English Long Term Plan. This can be found by clicking here. The Reception reading spine are supplementary texts that support children’s fascination and curiosity of the topic studied. They also provide children’s learning experiences with breadth and depth.</p>						
<p>Communication and Language</p>	<p>Begin to participate in small group, class and one-to-one discussions, offering their own ideas.</p> <p>Listen attentively and 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>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas.</p> <p>Offer explanations for why things might happen.</p> <p>Express their ideas and feelings about their experiences using full sentences.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, beginning to use recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses</p> <p>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>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.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher.</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>Make comments about what they have heard and ask questions.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding;</p>

	<p>Being Me In My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Celebrating Difference</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p>	<p>Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
PSED	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Form positive attachments to adults and friendships with peers.</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>	<p>Show sensitivity to their own and to others' needs.</p>	

	the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.					
Physical Development: Gross Motor Skills	Gymnastics: developing strength, balance and co-ordination, including when playing.	Dance: developing negotiating space and obstacles safely, with consideration for themselves and others.	Multi-skills: moving energetically, including running, jumping and skipping.	Body Management: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Athletics: including hopping, running, jumping and throwing.	Team Games: consolidation of all taught skills, including tactical, social and self-evaluation skills.
Physical Development: Fine Motor Skills	Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Use a range of small tools, including cutlery.	Use a range of small tools, including scissors.	Begin to show accuracy and care when drawing Use a range of small tools, including paint brushes.			
Literacy – Comprehension	Through daily story time, Talk for Writing and Little Wandle Group Reading, by the end of Reception, children will be able to: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;					

		<ul style="list-style-type: none"> - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
		<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"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
Literacy: Word Reading		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 t h e	Phase 2: f l l s s j put pull full as v w x y and has his her z z z qu -s/s/ go no to into sh th ng nk she push he of -s/z/ we me be	Phase 3: ai ee igh oa oo oo ar or was you they ur ow oi ear my by all air er double letters are sure pure longer words	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	Phase 4: Short vowels CVCC said so have like Short vowels CVCC CCVC some come love do Short vowels CCVCC CCCVC CCCVCc were here little says Longer words, compound words there when what one Root words ending in: -ing -ed/t/, - ed/id/ -ed/est/ out today	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
		Literacy: Writing Write recognisable letters, most of which are correctly formed.	Set 1 c o a d g f	Set 1 s q e Set 2 i l t	Set 2 j u y Set 3 b h k	Set 3 m n p r Set 4 v w	Set 4 v w x z

<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p>	<p>Name recognition Name writing Segmenting</p> <p>Children will draw using a range of shapes for their pictures.</p> <p>Children will understand that writing carries meaning.</p> <p>They will begin to write their own messages using a range of letter like shapes and strings of familiar letters.</p> <p>Children will learn to form the letters they are learning.</p>	<p>Segmenting to spell CVC words.</p> <p>Children will draw with growing detail.</p> <p>Children will give meaning to their marks of their writing.</p> <p>They will begin to write using a wider range of letter strings.</p> <p>They will begin to make links between the sounds they learn in phonics and the letters they need for writing.</p> <p>Children will begin to write across the page.</p>	<p>Children will write with a purpose in mind.</p> <p>They will listen for key sounds in words and put these in their writing using the corresponding letter.</p> <p>They will write simple words using more sounds: CVC words.</p> <p>Children will know the text goes from left to right and write lists down the page.</p> <p>Children will learn letter formation families.</p>	<p>Children will begin to write a wider range of words with more phonetic accuracy.</p> <p>They will use core words (set 1) in their writing.</p> <p>Children will begin to write thinking about the reader.</p> <p>Children will begin to write simple sentences using their phonic knowledge and core words.</p> <p>Children will begin to read their writing back.</p>	<p>Children will write simple sentences with phonetic accuracy and include core words from set 1 and 2.</p> <p>Children will write multisyllabic words by breaking them into smaller 'chunks'.</p> <p>Children will begin to space their words out on the page and think more about writing for the reader.</p>	<p>Children will write at more length using phonetically plausible and core word spellings (set 1,2 & 3).</p> <p>They will check their writing by reading it back to themselves.</p> <p>Children will begin to use capital letters at the start of their message and full stops at the end.</p>
<p>Write simple phrases and sentences that can be read by others.</p>		<p>Children will be introduced to sentence stems to begin to write phrases and sentences, using phonetically decodable words, in the SO structure.</p>	<p>Children will be taught to write simple phrases with phonetically plausible words e.g. the red bus using the SO structure.</p>	<p>Children will be taught to write simple sentences e.g. I push the bus, using the SVO structure previously learned, or My pen is red.</p>	<p>Children will be taught to write simple sentences that start with a noun/pronoun followed by a verb then a preposition or object.</p>	<p>Children will be taught to sequence sentences for a purpose.</p>

			e.g. the red ____	As tricky words are introduced, these will be included in these phrases my pots and pans.		e.g. The dog sat on the mat. I jump at the park. He plays with a car.	
Mathematics	<p>Numbers to 5:</p> <ul style="list-style-type: none"> Counting to 1, 2 and 3 Counting to 4 Counting to 5 <p>Comparing groups within 5:</p> <ul style="list-style-type: none"> Comparing quantities of identical objects Comparing quantities of non-identical objects <p>Shape:</p> <ul style="list-style-type: none"> 3D shapes 	<p>Shape:</p> <ul style="list-style-type: none"> 2D shapes <p>Change within 5:</p> <ul style="list-style-type: none"> One more One less <p>Number bonds within 5:</p> <ul style="list-style-type: none"> Introducing the whole-part model <p>Space:</p> <ul style="list-style-type: none"> Spatial awareness 	<p>Numbers to 10:</p> <ul style="list-style-type: none"> Counting to 6, 7 and 8 Counting to 9 and 10 <p>Comparing numbers within 10:</p> <ul style="list-style-type: none"> Comparing groups to 10 <p>Addition to 10:</p> <ul style="list-style-type: none"> Combining 2 groups to find the whole 	<p>Measure:</p> <ul style="list-style-type: none"> Length, height and distance Weight <p>Number bonds to 10:</p> <ul style="list-style-type: none"> Using a ten frame The part-whole model to 10 <p>Subtraction:</p> <ul style="list-style-type: none"> Subtraction <p>Exploring Patterns:</p> <ul style="list-style-type: none"> Making simple patterns Exploring more complex patterns 	<p>Counting and counting back:</p> <ul style="list-style-type: none"> Adding by counting on Taking away by counting back <p>Numbers to 20:</p> <ul style="list-style-type: none"> Counting to and from 20 <p>Numerical patterns:</p> <ul style="list-style-type: none"> Doubling Halving and sharing 	<p>Numerical patterns:</p> <ul style="list-style-type: none"> Odds and evens <p>Shape:</p> <ul style="list-style-type: none"> Composing and decomposing shapes <p>Measure:</p> <ul style="list-style-type: none"> Volume and capacity <p>Sorting:</p> <ul style="list-style-type: none"> Sorting into 2 groups <p>Time:</p> <ul style="list-style-type: none"> My day 	
Understanding the World: Past & Present	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences</p>						

	and what has been read in class.					
Understand the past through settings, characters and events encountered in books read in class and storytelling.						
Understanding the World: People, Culture and Communities			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.		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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
Understanding of the World: The Natural World	Understand some important processes and changes in the natural world: autumn.	Understand changing states of matter. Understand some important processes and changes in the natural world: winter.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Explore the natural world around them, making observations and drawing pictures of plants. Understand some important processes and changes in the	Understand some important processes and changes in the natural world: summer.	

				natural world: spring.			
R.E.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.						
	Being Special: where do we belong? <i>Harvest Celebrations</i> <i>Visit St Georges Church</i>	Why Christians perform the nativity play at Christmas? <i>Diwali</i>	Why is the word 'God' special to Christians? <i>New Year</i> <i>Chinese New Year</i>	Why do Christians put a cross in an Easter Garden? <i>Mother's Day</i> <i>St Georges Day</i> <i>Easter</i>	Which places are special and why? <i>Father's Day</i> <i>Places of Worship</i>	Which stories are special and why? <i>Cultural Celebrations</i>	
Expressive Arts and design	Self-portraits (face and body) My family picture Painting and drawing: safely use and explore a variety of materials including, different tools and techniques, experimenting with colour, design, texture, form and function.	Sculpture: safely use and explore a variety of materials including, different tools and techniques, experimenting with colour, design, texture, form and function: <ul style="list-style-type: none"> • Colour mixing • Diwali cards • Christmas cards • Firework art • Christmas decorations 	Printmaking: safely use and explore a variety of materials including, different tools and techniques, experimenting with colour, design, texture, form and function: <ul style="list-style-type: none"> • Story character mask making • Clay figures • Chinese New Year art • Story setting paintings 	Easter art Easter cards Stained glass crosses Butterfly paintings	Mood art work (to music) Animal masks Make an animal home Design a dinosaur	Sponge printing Shape pictures to make a vehicle Junk model (vehicle/rocket?) Make a boat	
Being Imaginative &	Performing songs, rhymes,	Music – sing with confidence	Music – learning songs	Music – Learning about rhythm and pulse	Music- exploring instruments	Music- Listen to different styles of music from different cultures	Music- Making compositions

Expressive	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;	List songs and nursery rhymes for rhyme of the week.					
	Invent, adapt and recount narratives and stories with peers and their teacher	See Talk for Writing medium term plan, available by clicking here.					

