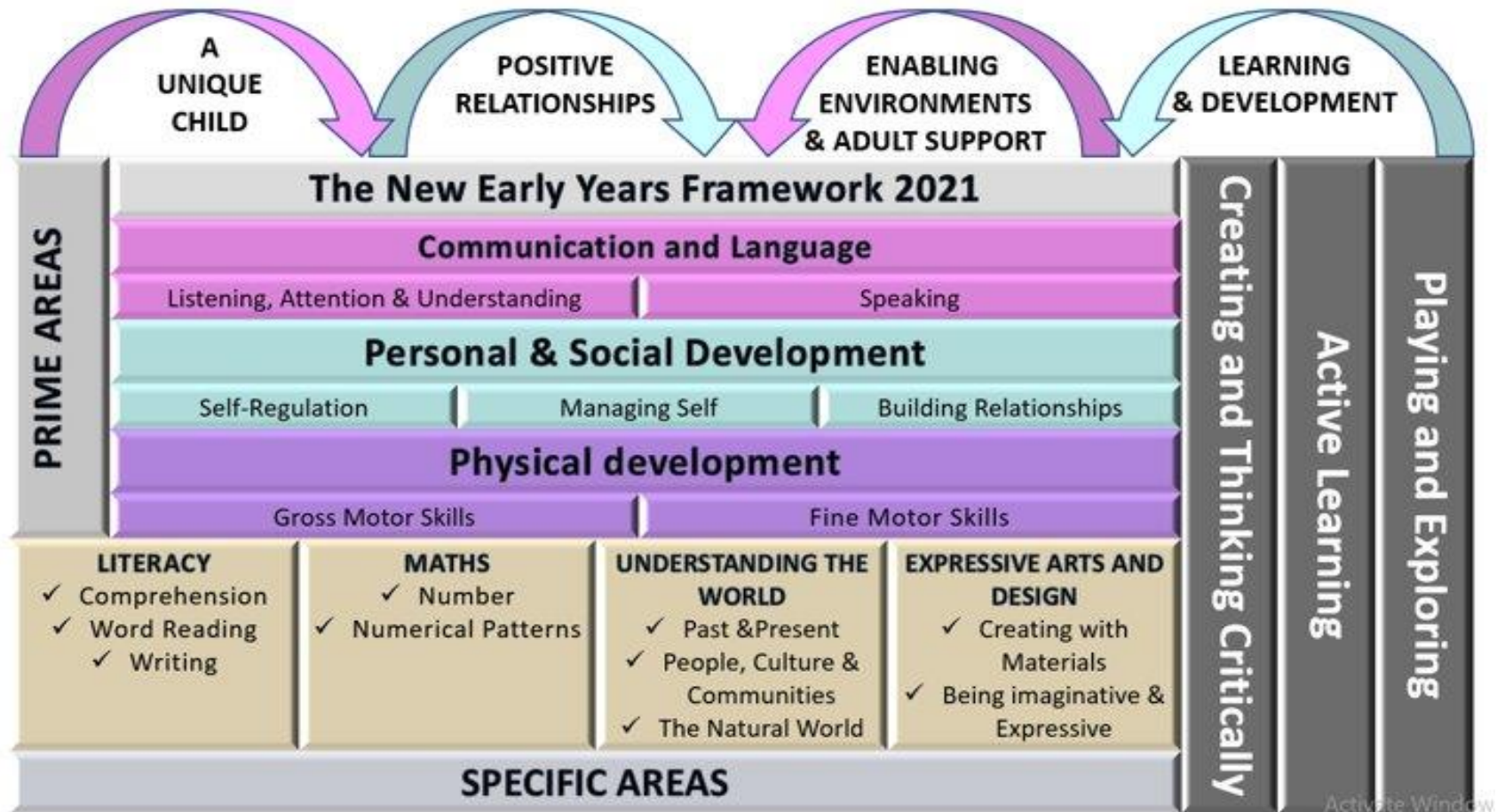


Reception Long Term Curriculum Plan



Reception Long Term Curriculum Plan

Our Curriculum Goals

<p>To become a Confident Communicator who can listen carefully in different situations, holds a conversation with friends and adults, asks relevant questions and has a wide vocabulary with words that support understanding across domains.</p>	<p>To become an Independent Learner who can direct their own play, is motivated, selects resources, take risks by engaging in new activities, persists and tries again, manages their own feelings.</p>	<p>To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p>	<p>To become an Active Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, using a range of equipment.</p>
<p>To become an Amazing Artist who is creative, confident, full of ideas, selects the tools they need, observes closely and is able to express themselves by selecting from a range of media to evoke a personal response.</p>	<p>To become a Brilliant Bookworm who can show a love for reading, uses a broad vocabulary with good background knowledge, talks about what they have read or has been read to them, reads words and simple sentences.</p>	<p>To become a Wow Writer who loves composing messages and stories, can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>	<p>To become a Master of Maths who can show a deep understanding of early number skills, notices patterns, relationships and spots connections, has a positive attitude and interest in Maths, is not afraid to "have a go" and make mistakes.</p>
<p>To become an Enquiring Explorer who can show curiosity about the world around them through rich experiences, exploring nature, seasonal changes, their locality as well as the wider world through stories and experiences.</p>	<p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why the part of Kent they live in is special, have an awareness and respect of other people's cultures and beliefs.</p>	<p>To become a Proud Performer who can perform a song, poem, or dance to an audience, retell stories with expression and confidence, play instruments correctly and with good rhythm.</p>	<p>To become a Persistent Problem Solver who can choose the resources they need, has ideas, listens to ideas from other, uses trial and error to solve problems, shows resilience, reviews how well something has worked on their own or with others.</p>

Reception Long Term Curriculum Plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES These themes may be adapted at various points, with mini topics, to allow for children's interests to flow through the provision.</p>	<p>MY FAMILY AND ME (Understanding the school community) Vision: Children can talk about their families and understand that others may be different to theirs. Children respect that others are different. Content: Children will describe their immediate environment through looking at their school community. Where is their school? what is their school like? Children navigate their indoor and outdoor school environment and observe and discuss key features. providing experiences such as planting produce to harvest next term and engaging in seasonal activities</p>	<p>GROWING FOOD (Farming in the local community) Vision: Children make sense of their physical world through the changing of seasons. They understand where food comes from and how important farming is. Children will understand what kind behaviour is through stories (Red Hen). Content: Building on their knowledge of their local environment children gain a sense of the world Through, their visit to the farm and stories/songs /non-fiction books they will experience the role of a farmer. Children enjoy being outside, looking after their growing produce, exploring the changing seasons</p>	<p>WINTER WONDERLAND (Comparing their experiences and what has been read in class to the wider world) Vision: Children make sense of their physical world through the changing seasons. Children will understand that people and animals that live in cold places have different ways of living to themselves. Content: They will experience and explore the effect of cold weather in their environment. Then drawing on knowledge from stories, non-fiction texts and their experiences, they will be gaining an understanding of other places that have extremely cold weather conditions.</p>	<p>SUNSHINE AND RAINBOWS (Comparing their experiences and what has been read in class to the wider world) Vision: children continue to make sense of their physical world through the changing of seasons. Thinking about rain and the weather that make them feel happy. Children will explore happy colours and know that children like different colours. Content: Growing different plants and looking after them by watering regularly. They can explore the weather and make sunny/rainy boxes and explore their senses within these. Then drawing on knowledge from stories, non-fiction texts</p>	<p>NATURE DETECTIVES (Exploring local nature areas and wildlife) Vision: children continue to make sense of their physical world through the changing of seasons. Understand how that all creatures should be treated with respect (mini beasts). They can work to make a minibeast happy by making them a home - caring for others. Content: Enjoying the outside area, school garden/forest school, local environments such as woods and nature reserves depending on locality of the school. Then drawing on knowledge from stories, non-fiction texts and their experiences children respond creatively.</p>	<p>UNDER THE SEA (Exploring the local beach) Vision: Children will continue to understand the world around them and know that different things need different things to be happy. They will show compassion to sea creatures by looking after them and make homes for them in the classroom - fish tank etc Content: children will visit the beach and observe the creatures that live on the shore. They will explore sea creatures through looking after them in the classroom and continue to build on kindness and compassion through stories - the rainbow fish.</p>

Reception Long Term Curriculum Plan

	outside. Learning about different cultures and families through visitors, food, songs, stories and resources					
BUILDING CULTURAL CAPITAL	<ul style="list-style-type: none"> - Planting produce to harvest - celebrating different language and cultures in the early year's classes - Visit from a local dentist -Harvest 	<ul style="list-style-type: none"> - Jump in Autumn leaves -Bake bread -Climb a tree -Eat home grown fruit and vegetables - Feed the ducks - trip to a local farm - Baby farm animals - Farmer /Tractor visit -Christmas, Diwali, Hanukah, Bonfire Night, Remembrance Day 	<ul style="list-style-type: none"> - Build a snowman -Sledging - Making bird feeders - Making dark dens - awe and wonder of the Moon and darkness - Awe and wonder of snow and ice - Visit from local police/paramedic -Chinese New Year 	<ul style="list-style-type: none"> - Splashing in puddles- - visit to local allotments and farm shop - Making rainbows - Growing plants -Visit from local fireman -Easter 	<ul style="list-style-type: none"> - Mini beast hunt -Pond dipping -Create a mini garden -Observe frog spawn -Watching caterpillars -Make a wormery - Make a Bug Hotel - Visit the local woods - trip to Kent Wildlife Trust - visit from local Vet -- - Eid-al-Fitr 	<ul style="list-style-type: none"> - Paddle in the sea - Build a sandcastle -Rock pooling - Pebble art -trip to the beach - visit from local lifeguard
Texts to enhance experiences and knowledge	<p>Super Duper You</p> <p>The Colour Monster goes to school</p> <p>Titch</p> <p>We are going to the Dentist</p>	<p>Little Red Hen</p> <p>The Enormous Turnip</p> <p>Pig in the Pond</p> <p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>A Farmer's life for me</p>	<p>The Great Explorer</p> <p>Polar Bear, Polar Bear what do you hear?</p> <p>Snowballs</p> <p>Secrets of Winter - a shine a light book</p> <p>Go to sleep Little Bear</p>	<p>Jack and the Beanstalk</p> <p>Ten Seeds</p> <p>Jasper's Beanstalk</p> <p>Elmer and the Rainbow</p> <p>Little Cloud</p>	<p>The Hungry Caterpillar</p> <p>The Very Busy Spider</p> <p>Tad</p> <p>Pattern Bugs</p> <p>Aaaarrgghh, Spider</p>	<p>Rainbow Fish</p> <p>Billy's Bucket</p> <p>Hooray for Fish</p> <p>A Hole in the bottom of the Sea</p>
Pie Corbett Spine Texts	<p>On the Way Home SHHH!</p>	<p>Rosie's Walk</p> <p>Farmer Duck</p>	<p>Goodnight Moon</p> <p>Whatever Next</p>	<p>Handa's Surprise</p> <p>Six Dinner Sid</p>	<p>Gruffalo</p> <p>Owl Babies</p>	<p>Mr Gumpy's Outing</p> <p>Mrs Armitage on Wheels</p>
Poetry A Treasury of Songs and My Little Puffin) used every day	<p>My Many Coloured Days</p> <p>We're Going on a bear Hunt</p>	<p>Out and About</p> <p>Wriggle and Roar</p>	<p>Zim ,Zam Zoom!</p> <p>Mad about Dinosaurs</p>	<p>Walking with my Iguana</p> <p>Walking through the Jungle</p>	<p>A First Book of Nature</p> <p>Mad about Minibeasts</p>	<p>Seaside Poems</p> <p>Sharing a Shell</p> <p>Commotion in the Ocean</p>

Reception Long Term Curriculum Plan

Texts to further social justice	The Same but Different Too Shu Lin's Grandpa Our Class Is A Family Too What I Like About Me!	Kindness Makes me stronger Amazing Baby Goes to Market Astro Girl	One Day on our Blue Planet And Tango Makes It Three Penguin Small	The Lion Inside Rain before Rainbows Augustus and his smile How do you make a Rainbow?	Fair shares Omar the Bees and Me Pip and Posy the Friendly Snail	The Perfect fit Only One You Abdi's Day What the Ladybird Heard at the Seaside

PRIME AREAS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. C&L is developed throughout the year through high quality interactions during Child Initiated Time, daily group discussions, PSHE times, stories/poems, singing, role play and story -telling with Pie Corbett T4W. Reading and sharing stories across the day builds important knowledge and extends children's familiarity with words so that their vocabulary is enriched and widened. Subject specific vocabulary is planned for and taught explicitly across all areas of learning.					
Talk for Writing Texts	Goldilocks and the Three Bears	The Enormous Turnip	The Gingerbread Man	The Three Little Pigs	Little Red Riding Hood	The Three Billy Goats Gruff
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary . Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					

Reception Long Term Curriculum Plan

<p><u>Self - Regulation</u></p> <p>SEAL BLP School Values Learning Hero- Winnie the Pooh 6 Nurture Principles Language of Choices (Restorative Justice) Online safety</p>	<p>New Beginnings</p> <ul style="list-style-type: none"> -Getting to know each other -Feeling welcome and welcoming others -Forming a class community -Self awareness -Social skills -Motivation 	<p>Getting on and falling out</p> <ul style="list-style-type: none"> -Co-operation -Friendship and working together - Understanding and managing feelings -Conflict resolution and problem solving -Seeing things from another point of view 	<p>Going for Goals</p> <ul style="list-style-type: none"> -Resilience -Perseverance -Dealing with frustration -making choices -taking risks -Overcoming obstacles to succeed 	<p>Relationships</p> <ul style="list-style-type: none"> -Understanding difficult feelings - jealous, fair/unfair, loneliness -Dealing with hurt feelings -People who are important -Loss and bereavement -Safe relationships, NSPPC PANTS rules 	<p>Good to be me</p> <ul style="list-style-type: none"> -Calming down -Feeling proud -Standing up for myself -Controlling my anger -Agreeing and disagreeing -Feeling excited 	<p>Change</p> <ul style="list-style-type: none"> - Transition and change over time - Welcome and unwelcome changes -Being resilient - Understanding individual differences in our responses to change -Saying goodbye and moving on
<p>PHYSICAL DEVELOPMENT</p> <p>Fine Motor and Gross Motor</p> <p>See Long Tern Plan for PE</p>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>SPECIFIC AREAS</p>	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p>READING</p> <ul style="list-style-type: none"> -Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words -Re-read these books to build up their confidence in word reading, their fluency and their 	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.</p> <p>It's all about books! Texts are carefully chosen to promote reading for pleasure through Pie Corbett Spine books for fiction and poetry so that high quality, age appropriate books are shared with children every day (5 - a day diet). Texts are carefully planned for to support learning across the areas of learning in through general topics and the Continuous Provision. This ensures that children build important knowledge and widen children's vocabulary to support later reading comprehension thus closing the word gap.</p> <p>It's all about decoding! The Little Wandle Letters and Sounds Revised (SSP) is followed so that the progression of GPCs and tricky words are taught term-by-term. Teachers match children's secure phonic knowledge to the appropriate decodable reading books which aligns with the Little Wandle scheme.</p>					

Reception Long Term Curriculum Plan

<p>understanding and enjoyment</p> <p>WORD READING</p> <p>- Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>-Read some letter groups that each represent one sound and say sounds for them</p> <p>-Read a few common exception words matched to the school’s phonic programme.</p>	<p><u>Phase 2</u></p> <p>s a t p i n m d g o c k c k e u r h b f l</p> <p><u>Tricky words</u></p> <p>is I the</p>	<p><u>Phase 2</u></p> <p>ff ll ss j v w x y z zz qu sh th ng nk</p> <p><u>Tricky Words</u></p> <p>put pull full as and has his her go no to into she push he of we me be</p>	<p><u>Phase 3</u></p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er dd mm tt bb rr gg pp ff</p> <p><u>Tricky words</u></p> <p>was you they my by all are sure pure</p>	<p><u>Review Phase 3</u></p> <p>ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs words ending in -ing compound words words with s in the middle /z/ s words ending -s words with - es at end /z/</p>	<p><u>Phase 4</u></p> <p>short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCCVC CCCVCC longer words longer words compound words root words ending in: - ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><u>Tricky words</u></p> <p>said so have like some come love do were here little says there when what one out today</p>	<p><u>Phase 4</u></p> <p>long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending - s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: - ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Phase 4 words ending in: -s /s/, -s /z/, -es longer words <u>Tricky words</u> Review all taught so far Secure spelling</p>
--	---	--	--	---	---	---

Reception Long Term Curriculum Plan

<p>WRITING</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> <p>-Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences -Re-read what they have written to check that it makes sense</p>	<p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> -Develop small motor skills so that can use a range of tools competently, safely and confidently. -Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> -develop a tripod grip - Use rhymes from phonics scheme to correctly form lower case letters (print) -Correctly form upper case letters
	<p style="text-align: center;"><u>Spelling</u></p> <ul style="list-style-type: none"> -HFWs taught in sequence (see Phonics) -Children recall taught HFWs independently to their writing <ul style="list-style-type: none"> -Accurate application of the spelling of taught HFWs -Grapheme/phoneme correspondence taught in sequence (see Phonics) <ul style="list-style-type: none"> - Applying grapheme/phoneme correspondence to CVC words - Applying knowledge of taught digraphs to writing simple words -Making phonetically plausible attempts when writing new words independently.
	<p style="text-align: center;"><u>Composition</u></p> <ul style="list-style-type: none"> -Listen to and talk about stories to build familiarity and understanding. - Retell the story, once developed a deep familiarity with the text; some as exact repetition and some in their own words (T4W) <ul style="list-style-type: none"> - Orally rehearse what want to say/message want to write -Write simple phrases/sentences using phonic knowledge and recalling tricky words from memory. <ul style="list-style-type: none"> - Re-read what is written to check that it makes sense -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	<p style="text-align: center;"><u>Writing opportunities</u></p> <ul style="list-style-type: none"> -In the continuous provision, indoors and outdoors, there are opportunities for children to choose what to write, when to write, where to write, who to write for and who to write with <ul style="list-style-type: none"> -In the continuous provision there are resources that motivate children to write such as <ul style="list-style-type: none"> . T4W books and props . QR codes that provide information in different areas of learning . Provocations such as caterpillars, curiosity cubes, artefacts, role play, book area, creative play
	<p style="text-align: center;"><u>Poetry and Performance</u></p> <ul style="list-style-type: none"> - Learning simple rhymes -Engage in story times when poetry and rhymes are shared <ul style="list-style-type: none"> - Learn rhymes, poems and songs -Retell the poem, rhyme or song, once they have developed a deep familiarity with it - Develop storylines in pretend play -Perform poetry in the book areas where QR codes provide live performances
	<p style="text-align: center;"><u>Teacher led/directed</u></p> <ul style="list-style-type: none"> -Modelling letter formation <ul style="list-style-type: none"> -T4W story Maps -Modelling oral blending -Modelling hearing and writing the corresponding grapheme that matches the phoneme - Modelling hearing and writing the corresponding digraph that matches the phoneme in simple words <ul style="list-style-type: none"> -Model orally rehearsing a message before writing -Model using Language Through Colour to compose a simple phrase/sentence

Reception Long Term Curriculum Plan

Reception Long Term Curriculum Plan

SPECIFIC AREAS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Maths White Rose NCTEM progression charts https://nctem.org.uk/in-the-classroom/early-years/</p>	<p>Developing a strong grounding in number sense is essential so that all children develop the necessary building blocks to excel mathematically. To gain number sense children need to secure the 3 concepts of Nominality, Cardinality and Ordinality. Children should be able to count and subitise confidently when using number to denote "How Many?". Subitising (perceptual and conceptual) is an essential tool to support children's understanding of the concepts Comparison and Composition. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and five/tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Number songs and rhymes support children to develop mathematical concepts and Tom Thumbs Musical Maths and My Little Puffin are recommended books. Stories are incorporated into the long term plan to promote maths skills and concepts .</p>					
<p><u>Development Matters</u> - Count objects, actions and sounds -Subitise. -Link the number symbol (numeral) with its cardinal number value. -count beyond 10 -compare numbers -Understand the 'one more than/one less than' relationship between consecutive numbers -Explore the composition of numbers to 10 -Automatically recall number bonds for numbers 0–5 and some to 10</p>	<p>-RBA Baseline and observations for Tapestry. -Key times of the day, routines and exploring the continuous provision - Matching and sorting skills -Comparing Amounts, 5 frames to support children to subitise and compare -Comparing size, Mass and Capacity -making simple patterns <u>Key Texts</u> -Dear Zoo -Where's My Teddy? -We're Going on a Bear Hunt -Busy, Busy, Busy! <u>Number Rhymes/songs</u> -In and out the Dusty Bluebells -Clap your hands and wiggle your fingers</p>	<p>-Representing 1,2,3 using perceptual subitising and fingers as tools to denote "how many?". - using counting as a tool to denote "how many?". -comparing 1,2,3 using 5 frames. -Composition of 1,2,3 using conceptual subitising and counting as tools -Representing 4, 5 as above -Circles and Triangles -Shapes with 4 sides -Spatial awareness, positional language, Night and Day <u>Key Texts</u> - The Three Pigs - Washing line -Rose's Walk -Love Triangle <u>Number Rhymes/songs</u> -When Goldilocks went to the house of the bears - Three around the world -Five little ducks -One Elephant went out to play</p>	<p>- Introducing zero -Comparing numbers to 5, using the tools of perceptual subitising and counting -Composition of 4 and 5 using the tools of conceptual subitising and counting (5 frames and double-sided counters) - Compare mass - Compare capacity - Representing 6,7,8 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". -Composition of 6,7,8 using conceptual subitising and counting as tools -combining 2 groups -Length and height, Time <u>Key texts</u> -A Squash and a Squeeze -Room on the Broom -Who sank the boat -Don't forget the bacon <u>Number Rhymes/Songs</u> -5 monkeys jumping on the bed</p>	<p>-Representing 9,10 (using 10 frames) using perceptual subitising and fingers as tools to denote "how many?". -Composition of 9,10 using conceptual subitising and counting as tools -comparing numbers to 10 -Number bonds using the tools of perceptual and conceptual subitising and counting (ten frames) -3D shape -Pattern (repeating) -Consolidation weeks <u>Key texts</u> -How do Dinosaurs count to 10? -Make a wish Albert -10 Rubber Ducks <u>Number rhymes/songs</u> -</p>	<p>-Building numbers beyond 10 - verbally counting patterns beyond 10 -spatial reasoning (through art and design) - adding more (changing a quantity of a groups) -taking away (the quantity of the group is changed) -spatial reasoning (combining shapes to make new shapes) <u>Key texts</u> -1 is a snail, 10 is a crab -snail trail: a journey through modern art - A dozen ducks lost and found -Mr Gumpy's outing -the shopping basket <u>Number rhymes/songs</u> -10 in the bed -10 green bottles - Footsteps</p>	<p>-Doubling (using ten frames) to show "twice as many". -sharing and grouping mini project using the story "When the Doorbell Rang " -even and odd (using ten frames and grouping) -spatial reasoning (playing games and using models to give verbal instructions). -patterns and relationships project using the text "How many legs?". -spatial reasoning using maps from stories <u>Key texts</u> -When the doorbell rang -How many legs? -Pattern fish -Billy's Bucket <u>Number Rhymes/songs</u> -10 fat sausages</p>







Reception Long Term Curriculum Plan

SPECIFIC AREAS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Development Matters provides the building blocks for children to acquire sufficient knowledge and the progression documents ensure that children acquire the skills they need to for the next stage of their education. It is important that the knowledge and skills for subject domains are taught over the year to provide the building blocks for the curriculum in year 1, subject progression grids are planned from Nursery to y6. The content knowledge and skills are revisited many times over the year and tailored towards the needs and interests of the children.					
DEVELOPMENT MATTERS	MY FAMILY AND ME	GROWING FOOD	WINTER WONDERLAND	SUNSHINE AND RAINBOWS	NATURE DETECTIVES	UNDER THE SEA
<p><u>Geography</u></p> <ul style="list-style-type: none"> -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Draw information from a simple map -Understand that some places are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways - Recognise some similarities and differences between life in this country and life in other countries <p><u>History</u></p> <ul style="list-style-type: none"> - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past (Little People, Big Dreams stories introduce children to inspirational people from the past. An Artist/sculptor from the past is introduced each term). 	<ul style="list-style-type: none"> -Walk of the school, indoor and outdoor environments - Pictorial maps/photos - Aerial map of school / outside area - Name and describe the roles of people in the school community -Name and describe the role of a dentist -Talk about different families in stories /small world/school community 	<ul style="list-style-type: none"> -Create a farm environment in the outside area /small world inside. - Pictorial maps/photos of the local farm (after visit) - Aerial map of local farm -Name and describe the roles of people at the local farm - Talk about different celebrations and families in stories /small world/school community 	<ul style="list-style-type: none"> -Talk about similarities and differences between countries children in the school community come from (visits from parents, food, multi- lingual /cultural stories -Identify places on a globe/pictorial maps. Aerial photos /google expedition - Through stories, songs and VR/QR code experiences discover that Polar regions are cold, icy and have snow. Not many plants grow there, not many live people there 	<ul style="list-style-type: none"> -Talk about similarities and differences between countries children in the school community come from (visits from parents, food, multi- lingual /cultural stories -Identify places on a globe/pictorial maps. Aerial photos /google expedition - Through stories, songs VR /QR code experiences explore deserts are dry and sandy, very hot in the day, Rainforests and Jungles are hot, humid, wet. Lots of trees and flowers grow there 	<ul style="list-style-type: none"> -Talk about similarities and difference between the local community environment and the Kent Wildlife Trust - Pictorial maps/photos of the Kent Wildlife Trust (after visit) - Aerial map of Kent Wildlife Trust - Name and describe the roles of people who work there 	<ul style="list-style-type: none"> -Talk about similarities and differences between different places- local beach and school -There is more sea than land on earth. Lots of different things live under the sea - Pictorial maps/photos of the local beach (after visit) - Aerial map of local beach - Name and describe the role of lifeguard and rescue boats

Reception Long Term Curriculum Plan

<p><u>Science</u></p> <p>- Explore the natural world around them.</p> <p>- Describe what they see, hear and feel whilst outside -</p> <p>-Understand the effect of changing seasons on the natural world around them</p>	<p>-Observing the changing season as move from Summer to Autumn through outdoor play, QR codes, stories and non-fiction books</p> <p>-Observe the weather and play with weather boxes outside (i.e. sunny day box...)</p> <p>-Observe animal/minibeast/bird habitats in this season</p> <p>Observe features of plants and use related vocabulary</p> <p>roots leaf seeds stem petal</p> <p>-Planting seeds and seedlings to grow vegetables.</p> <p>-Observe and harvest produce from the school's "secret garden".</p> <p>- Tasting food from different cultures</p>	<p>Observing the changing season as move from Autumn to Winter through outdoor play, environment walks, QR codes. Stories and Non-fiction books.</p> <p>-Observe the weather and play with weather boxes outside (i.e. windy day box)</p> <p>- Observe animal/minibeast/bird habitats in this season</p> <p>-observe the features of farm animals and use relevant vocabulary</p> <p>skeleton scales hair gills feathers</p> <p>-Cooking and tasting home grown produce</p> <p>-Observe growth of produce planted at school.</p> <p>- Record the temperature outside</p>	<p>-Observing the season of Winter through outdoor play, environment walks, QR codes. Stories and Non-fiction books.</p> <p>-Observe the weather and play with weather boxes outside (i.e. cold day box)</p> <p>- Observe and discuss the darker nights. Read stories about the dark.</p> <p>Opportunities to observe natural and artificial light.</p> <p>-use relevant vocabulary</p> <p>light natural artificial shadow torch</p> <p>- Observe animal/minibeast/bird habitats in this season</p> <p>-Observe the natural process of ice melting</p> <p>-Record the temperature outside</p>	<p>-Observing the changing season as move from Winter to Spring outdoor play, environment walks, QR codes. Stories and Non-fiction books.</p> <p>-Record rainfall and size of puddles</p> <p>- Animals, changes and new life</p> <p>-Observe animal/minibeast/bird habitats in this season</p> <p>-Use related vocabulary to describe key features</p> <p>skeleton scales hair gills feathers</p> <p>- Growing and looking after plants that need water, sun, light to survive.</p> <p>-Use related vocabulary to describe key features</p> <p>roots leaf seeds stem petal</p>	<p>- Observing the changing season as move from to Spring to Summer through outdoor play, environment walks, QR codes. Stories and Non-fiction books</p> <p>-Observing the features of minibeasts and use related vocabulary</p> <p>No skeleton wings Antennae Legs Abdomen</p> <p>-Observing life cycles and use related vocabulary</p> <p>- Observing and making different habitats for minibeasts</p> <p>-Explore local environments, minibeast hunt and different habitats</p> <p>-Record the temperature outside</p>	<p>-Observing the season of Summer through outdoor play, environment walks, QR codes. Stories and Non-fiction books.</p> <p>- Observe the weather and play with weather boxes outside (i.e. hot day box)</p> <p>-Observe minibeasts/animals/bird habitats in this season</p> <p>-Observing and exploring features and habitats of fish and rock pool sea creatures</p> <p>-Use related vocabulary to describe key features</p> <p>skeleton scales gills</p> <p>-Explore how objects float and sink (boats floating) and the forces of push and pull</p> <p>- Use related vocabulary for forces</p> <p>Float Sink Push Pull</p>
--	--	---	--	--	--	---

Reception Long Term Curriculum Plan

SPECIFIC AREAS	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. Music Express is used to provide a progressive model for the curriculum.</p>					
DEVELOPMENT MATTERS	MY FAMILY AND ME	GROWING FOOD	WINTER WONDERLAND	SUNSHINE AND RAINBOWS	NATURE DETECTIVES	UNDER THE SEA
<p><u>Art & DT</u></p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively, sharing ideas, resources and skills <p><u>Music</u></p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. <p>Music Express</p>	<p>-Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words.</p> <p>-Discuss and personally respond by using paint, wax crayons, colouring pencils, malleable materials, collage sculpture, junk modelling. Practise & rehearse taught techniques through the continuous provision.</p> <p>-Visits from local artists /visits to art galleries/exhibitions provide inspiration and enriched experiences alongside the study of key artists.</p>					
	<p>Inspiration: Artist, Piet Mondrian</p> <ul style="list-style-type: none"> -Inspired to use straight lines, shape, primary and secondary colours -Represent fruit and vegetables by matching the colour and shape -Mix colours to match colour of facial features -Clean and prepare vegetables (chop and use a knife properly)  <p>Nursery Rhymes Harvest songs Special people</p>	<p>Inspiration: Artist/sculptor Goldsworthy</p> <ul style="list-style-type: none"> -Mixing colours and matching to Autumn leaves/colours -Using natural materials to create simple sculptures outside. -Observe and draw Autumn leaves (matching colour and shape) -Preparing and cooking food (chopping, cutting)  <p>Nativity songs Working world</p>	<p>Local artist visit. Inspiration: Artist Van Gogh - Starry Night painting</p> <ul style="list-style-type: none"> -Inspired to use the texture, colours, and movement in this painting -Adding black/white to colours to make darker/lighter shades of blue when painting -Using shades of colour to represent feeling cold or feeling sad.  <p>Winter songs Growth and change</p>	<p>Inspiration: Artist, Kandinsky -concentric circles</p> <ul style="list-style-type: none"> - Inspired by this artwork to draw, paint, collage, and print. -Watercolour paper and wax crayons -Represent rainbows/sun using this technique and style - Use colours that make them feel happy  <p>Easter songs Growth and change</p>	<p>Inspiration: Artist: Georgia O'Keefe- Red poppy painting</p> <ul style="list-style-type: none"> - Inspired to think of perspective (like a tiny ant on a flower nearby) and talk about colour, how many different reds can you see - Taking photos of flowers, zooming in -Inspired by her artwork to paint, draw using shades of colour and working on a large scale.  <p>Moving patterns</p>	<p>Inspiration: sculptor Tony Plant - Sand Art</p> <ul style="list-style-type: none"> -Inspired to make patterns using concentric circles in sand, on the beach and using paint, crayons, pencils. -Inspired to use previously learnt techniques from different artists to recreate waves in the ocean and patterns on sea creatures  <p>High low</p>

Reception Long Term Curriculum Plan

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</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>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>ELG: Speaking</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 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>ELG: Self-Regulation</p> <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 the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</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>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</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, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <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>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <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 and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Reception Long Term Curriculum Plan

Appendix

Progression of skills for History	Teams channel -Teaching and learning Creative Curriculum
Progression of skills for Geography	Teams channel -Teaching and learning Creative Curriculum
Progression of skills for Art and DT	Teams channel -Teaching and learning Creative Curriculum
Progression of skills for Music	Teams channel -Teaching and learning Creative Curriculum
Progression of skills for Science	Teams channel -Teaching and learning Science
PE Long Term Plan	Teams channel -Teaching and learning PE
Progression of skills for Furthering Social justice	Teams channel -Teaching and learning Creative Curriculum
Reception Curriculum and Assessment Guidance	Teams channel -Teaching and learning EYFS
EYFS Policy	Teams channel -Teaching and learning EYFS
Development Matters 2021	Teams channel -Teaching and learning EYFS
Handwriting Policy	Teams channel -Teaching and learning English
Phonics Policy and Little Wandle Phonics Scheme	Teams channel -Teaching and learning English
Trust Reading Guidance	Teams channel -Teaching and learning English
Subject Specific vocabulary - Tier 3	Below

Reception Long Term Curriculum Plan

Vocabulary that is specific to each subject domain or area of learning in the Continuous Provision	
History	today, yesterday, tomorrow, day, week, month, year, present, past, future, when I was little, remember, ago, old, new, then, now, same, different
Geography	community, town, village, city, farm, beach, woods, desert, polar, jungle, rainforest, world, globe, earth map, street, road, bridge, building, sea, river, lake, land, school, church, supermarket, house, flat
Science	experiment, investigate, predict, sort, group, record, compare, describe force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, skeleton, human wood, metal, plastic, glass, rock, hard, rough, smooth
Art	paint, draw, colour, mark-make, lines, circles, squares, rectangles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, sculptor
DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe, chop, cut, grate, peel
Music	song, chorus, verse, tune, percussion instrument names, rhythm, loud, quiet, fast, slow, compose, dance, move, perform,
Computing is embedded in all areas of learning	internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume
Water Play	full, empty, more, less, same, float, sink, evaporate, liquid, puddle, droplet, drift, absorbs, heavy/light, freezing, melting, ice
Sand play	fall, fallen down, fill, full, half-full, overflow, pile, press, damp, crumbly, lumpy, gritty, solid
Block/ construction play	circle, triangle, square, shape, flat, curved, straight, round, hollow, solid, corner (point, pointed), cube, sphere, pyramid, cone Positional language: Over, under, above, below, top, bottom, side on, in, outside, inside, behind, front, back, before, after, besides, next to, opposite join, shape, design, build, model, cut, shape, stick