

RECEPTION LONG TERM CURRICULUM PLAN
 HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PROJECT	Me and My Community	Once upon a Time / Sparkle and Shine	Starry Night	Long Ago	Sunshine and Sunflowers	Big Wide World
ENRICHMENT OPPORTUNITIES	Joiner's Service / Harvest Sharing pictures from our lives People Who Help Us <i>Stay and Play</i>	Christmas Production All Saint's Nativity Making Porridge / finding footprints Building a beanstalk	Forest School Fire Chinese New Year <i>Stay and Play</i>	Wilson Old Toys Workshop World Books Day Share a book with buddies	Growing Sunflowers	EcoAnimal Encounters Splash water PM Sports Day <i>Stay and Play</i>
	The children in Reception have access to a broad and balanced curriculum throughout the year. Through daily continuous provision activities, they are able to build upon their learning, leading to them developing independence ready for Year 1. Our curriculum is structured to allow for a holistic approach to learning, giving the children a breadth of knowledge about themselves and the world around them. The learning undertaken during the first four terms are the stepping stones needed to successfully reach the Early Learning Goals within the summer term. Children are assessed on the Early Learning Goals throughout the summer term to provide an accurate end of EYFS assessments in the Early Years Foundation Stage Profile.					
	C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, story mapping, EYFS productions, assemblies and weekly interventions. Children with English as an Additional Language will have English modelled continually and encouraged to use it to name objects and communicate their needs.					
Communication and Language <i>Listening & Attention</i> <i>Speaking</i>	<ul style="list-style-type: none"> Baseline Assessment Settling in activities and understanding the routines of school. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Making friends and finding ways to communicate with each other (talking / other ways where language is a barrier) Children talking about experiences that are familiar to them, from their perspective. Level 1 Phonics (Rhyming, alliteration and listening carefully) 	<ul style="list-style-type: none"> Continue to develop the range of vocabulary through cross curricular introduction Listening to adults and understanding the importance of concentrating during carpet time Adults will model language and correct sentence formation Children will answer questions to check their understanding 	<ul style="list-style-type: none"> Use full sentence to share ideas and findings e.g. there are 5 teddy bears all together. Use talk to link their ideas and thinking together Begin to describe events in more detail, using past tense with more accuracy Learn a range of rhymes and listen to poems Look at Non-Fiction books and share what they can see 	<ul style="list-style-type: none"> Begin to use social phrases without adults prompting e.g. Can you help me take the register please? Read a variety of stories with adults adding commentary to expose children to a wider range of words Children to retell stories using story maps and share these with other children in KS1 	<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. 	
Personal, Social and Emotional Development <i>Self-Regulation</i> <i>Managing Self</i> <i>Building Relationships</i>	<ul style="list-style-type: none"> Baseline Implement school behaviour systems To develop secure relationships with the adults in Reception Develop friendships with their peers Begin to express their feelings Try new activities 	<ul style="list-style-type: none"> Continue to use the behaviour systems to support children in understanding their choices Develop strategies to support themselves when feeling sad or angry Persist with challenges that are tricky Show patience when waiting for their turn with a toy or adult attention Begin to resolve conflicts with friends by finding practical solutions 	<ul style="list-style-type: none"> Give focus attention to adult led sessions, answering questions appropriately To be able to discuss different ways that we can keep our bodies healthy (including screen time) Being confident to try new activities, knowing adults will be there to offer support 	<ul style="list-style-type: none"> To consider another child's perspective when solving conflicts Identify the emotions they are feeling and find ways to steady extreme emotions Manage all their own hygiene needs and take responsibility for choosing a healthy snack 	<p>ELG - Self Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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>ELG - Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; 	

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		<ul style="list-style-type: none"> Manage their own personal hygiene 	<ul style="list-style-type: none"> Identify adults in their lives who can support and help them 		<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG - Building Relationships –</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others’ needs.
<p>PSHE: Being Me</p> <ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others’ feelings Identify feelings of happiness and sadness Be responsible in the setting 	<p>PSHE: Growth</p> <ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious / Feel proud / Celebrate success 	<p>PSHE: Celebrating Difference</p> <ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don’t have to be ‘the same as’ to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families 	<p>PSHE: Relationships SRE</p> <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw’s Calm Me to help when feeling angry Know some reasons why others get angry Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset 	<p>PSHE: Healthy Me SRE</p> <ul style="list-style-type: none"> Know what the word ‘healthy’ means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them Can explain how they might feel if they don’t get enough sleep Recognise how different foods can make them feel 	<p>PSHE: Changing Me SRE</p> <ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home <p>Vocabulary List: Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>

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<p>Physical Development and Physical Activity are both vital in children’s holistic 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>						
Physical development <i>Fine Motor</i> <i>Gross Motor</i>	<ul style="list-style-type: none"> • Baseline • Hold a pencil to make meaningful marks • Complete fine motor activities to increase coordination • Using cutlery to eat lunch 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Suggested tools: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons. 	<ul style="list-style-type: none"> • Begin to write / draw with more accuracy using a pincer grip to hold their pencil 	<ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	
	<p align="center"><u>PE: Fundamental Movements</u></p> <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> • Secure proprioception of torso and limbs • Use of limbs simultaneously • Perceptual-cognitive skills (inc. scanning) • Timing and Turning 	<p align="center"><u>PE: Hand – Eye Coordination</u></p> <p>ELG: Negotiate space and obstacles safely, with consideration for themselves and others</p> <ul style="list-style-type: none"> • Secure proprioception of torso and limbs • Use of limbs simultaneously • Perceptual-cognitive skills (inc. scanning) • Timing and Turning 	<p align="center"><u>PE: Foot – Eye Coordination / Balanceability</u></p> <p>ELG: Demonstrate strength, balance and coordination when playing</p> <ul style="list-style-type: none"> • Secure proprioception of torso and limbs • Range of movement across joint/s • Timing 		<p align="center"><u>PE: Striking</u></p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <ul style="list-style-type: none"> • Secure proprioception of torso and limbs • Range of movement across joint/s • Timing 	<p align="center"><u>PE: Invasion Games</u></p> <p>ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <ul style="list-style-type: none"> • Running cadence • Secure proprioception of torso and limbs • Range of movement across joint/s • Strength/ power
Literacy: Comprehension	<ul style="list-style-type: none"> • Baseline Assessment • Listen to well - known stories read by adults to begin understanding how to retell a story. Begin to describe what has already happened in the story • Introduce children to different types of books 	<ul style="list-style-type: none"> • Use sentences to describe what is going to happen next • Ask / answer questions about what is happening in the story / picture 	<ul style="list-style-type: none"> • Introduce new vocabulary through activities in continuous provision, topics and unknown stories. • Retell and recreate stories they have heard and identify rhyming words in common stories • Ask children to define new or known words. 	<ul style="list-style-type: none"> • Compare non – fiction and fiction stories, then create our own nonfiction book. • Ask children to define new or known words. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • 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. 	
Floppy Phonics	Reception Literacy Baseline Introduce Level 1+ Floppy Phonics (s a t p i n m d g o)	Continue Level 1+ c k ck e u r h b f ff l ll le ss Introduce tricky words (I no go to the into so oh no) Recap Level 1+	Introduce Level 2 j v w x y z zz qu ch sh th ng nk ai ee igh oa -oo oo Tricky words (I no go to the into so oh no)	Introduce Level 3 ar or ur ow oi ear air er er ue ue ure dge ve wh cks tch Introduce tricky words (he me be she we you are her was all they my) Spelling Level 1+ tricky words	Recap Level 2 Digraphs ch sh th ng nk ai ee igh oa oo oo ar or ur ow Tricky words (he me be she we you are her was all they my)	Introduce common consonant blends and begin to look at alternative sounds
Literacy R: Word Reading	Level 1 / Level 1+ Phonics		Level 2 Phonics	Level 3 Phonics	Recapping gaps in sounds knowledge	Consonant Blends
	Oral blending of words	Learn single letter – sound correspondence		Learn digraph letter sound correspondence	Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs	
	Oral segmenting of words	Begin to read cvc words and short captions Begin to recognise common exception words		Read longer words and sentence	Word Reading ELG: Read words consistent with their phonic knowledge by sound-blending	

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Literacy R: Fluency	Oral blending and segmenting	Begin to read cvc words and short captions	Read along captions with independence, remembering short words by sight.	Word Reading ELG: Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Literacy R: Vocab	Introduce new vocabulary through activities in continuous provision, topics and unknown stories.	Define new words that they have heard	Comprehension ELG: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
Literacy R: Comprehension	Listen to well-known stories read by adults to begin understanding how to retell a story. Begin to describe what has already happened in the story	Ask / answer questions about what is happening in the story / picture	Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary		
Literacy R: Prediction	Make prediction when singing rhymes	Use sentences to describe what is going to happen next	Comprehension ELG: Anticipate – where appropriate – key events in stories		
Literacy R: Summary	Recall popular rhymes	Retell stories that they have heard	Compare non-fiction and fiction stories, then create our own nonfiction book.		
Literacy R: Discuss it	Talk about their favourite stories and rhymes	Talk about what they like in a story	Talk about what they don't like in a story		
Literacy: Writing	<ul style="list-style-type: none"> • Baseline • Purposeful mark making • Begin to write first name • Draw pictures and share these with an adult. 	<i>High levels of adult support</i> <ul style="list-style-type: none"> • Begin to write CVC words and simple sentences through modelling from an adult. • Begin to write CVC words to match pictures – using a sound mat for support 	<i>Using more independence</i> <ul style="list-style-type: none"> • Write simple sentences, using a sound mat to support. • Take care with the formation of their letters when writing • Begin to spell words phonetically with the sounds they know • Independent writing in continuous provision. 	<i>Mainly independent</i> <ul style="list-style-type: none"> • Write simple sentences using basic punctuation, fingers spaces and good letter formation. • Write for a purpose e.g. a story, page in a class book. 	ELG: Writing <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.
Mathematics	Number – Baseline Assessment <ul style="list-style-type: none"> • Counting small number of objects • Matching to numerals up to 5 • Comparing quantities Number Patterns – Baseline Assessment <ul style="list-style-type: none"> • Introduce numbers to 5 • Using counting songs to recognise the patterns Geometry <ul style="list-style-type: none"> • Begin to talk about 2D and 3D shapes Position and Direction <ul style="list-style-type: none"> • Positional language 	Number <ul style="list-style-type: none"> • Count objects using actions and sounds • Begin to subitise numbers to 5 • Match numerals with their cardinal number values • Begin to understand 'one more' Number Patterns <ul style="list-style-type: none"> • Count beyond 10 • Introduce numerals to 10 • Begin to order numbers Geometry <ul style="list-style-type: none"> • Begin to talk about 2D and 3D shapes Measure <ul style="list-style-type: none"> • Compare size, length and weight Position and Direction <ul style="list-style-type: none"> • Positional language Patterns <ul style="list-style-type: none"> • Create ABAB patterns 	Number <ul style="list-style-type: none"> • Explore different ways to make 10 – understanding that it is made up of different numbers (addition) • Continue subitising numbers to 5 • Begin automatically to recall number bonds to 5 Number Patterns <ul style="list-style-type: none"> • Order numbers to 10 • Verbally count to 20 – highlighting the patterns of counting • Compare quantities to 10 (more than) • Even and odd numbers to 10 Geometry <ul style="list-style-type: none"> • Create shapes using other shapes Measure <ul style="list-style-type: none"> • Height / length and measures 	Number <ul style="list-style-type: none"> • Add two numbers together, using objects to support • Continue subitising to 5 • Subtraction number facts from 5 • Explore number bonds to 10 using objects (Numicon, Number Blocks) Number Patterns <ul style="list-style-type: none"> • Order numbers to 10 • Verbally count to 20 – highlighting the patterns of counting • Compare quantities to 10 ('less than' and 'equal to') • Doubling facts Geometry <ul style="list-style-type: none"> • 3D shapes – naming their properties and features • Identify 3D shapes in 3D shapes Measure <ul style="list-style-type: none"> • Measure and compare weight 	ELG: Number <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number • Subitise up to 5 • Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts ELG: Number Patterns <ul style="list-style-type: none"> • 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 • Explore and represent patterns within numbers up to 10, including evens and odds, doubling facts and how quantities can be distributed equally

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<p align="center">Understanding the world</p>	<p>Baseline Discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Who is in your family? Talk about their family and the difference with other children's</p> <p>Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>Talk about what they have done with their families during Christmas' in the past</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Recognise the changing in the seasons – weather / trees / temperature</p>	<p>Nocturnal Animals - Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities 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 communities in this country, drawing on their experiences and what has been read in class. 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 Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	
<p align="center">Understanding the World: Science</p>	<p>Living Things and their Habitats (Nocturnal Animals)</p> <p>Learn about living things that are animals</p> <p>Know where animals live and what they need</p> <ol style="list-style-type: none"> Learn about living things that are animals Know where animals live and what they need <p><i>Linked Text: Owl Babies by Martin Waddell</i></p>	<p>Seasons & Weather (Ongoing in Forest School)</p> <p>Learn about the seasonal changes that happen in Autumn and Winter</p> <p><i>Autumn, Winter, snow, dark, season</i></p> <ul style="list-style-type: none"> ✓ Leaves on some trees change colour and fall off ✓ Some animals hibernate ✓ It gets darker earlier in the day ✓ The temperature becomes colder and we need to wear warmer clothes <p><i>Linked Text: Skip through the Seasons by Stella Blackstone</i></p>	<p align="center">Day and Night</p> <p>Learn about the differences between day and night.</p> <p>Know that day and night are parts of the day that are determined by light and dark.</p> <p>Know that a whole day consist of daytime (when it's light outside and we can see the sun) and night time (when it's dark outside).</p>	<p align="center">Dental Care</p> <p>Children will develop an understanding of good oral hygiene</p> <p>Know the importance of good dental care.</p> <p>Know how to brush our own teeth and the importance of doing this</p> <p>Understand the importance of a healthy diet</p>	<p>Animals inc. Humans</p> <p><u>Insects</u> Learn about insects and invertebrate and where they live</p> <p>Drawing pictures of the natural world, including animals</p> <p><i>Linked Text: Beetle in the Bathroom by Brian Moses</i></p> <p>Plants Learn about living things which are plants, where plants come from and how to look after them. Learning about the lifecycle of a plant.</p> <p>Drawing pictures of the natural world, including plants</p> <p><i>Linked Text: Jasper's Beanstalk by Nick Butterworth</i></p> <p>Materials and their Properties</p> <p><u>Shadows & reflections</u> Know about materials which act like a mirror</p> <p><i>Linked Text: The Day I Met My Shadow by Melissa Brun</i></p>	<p>Materials and their Properties</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Now that things can change shape such as melting and changes in water</p> <p><i>Linked Text: Biscuit Bear by Grey & Cape</i></p> <p>Animals inc. Humans</p> <p><u>Our Bodies</u> Learn about living things that are animals</p> <p>Know where animals live and what they need</p> <p><u>Food</u> Learn about your diet and how to stay healthy</p> <p>Learn about chickens and eggs, cows and milk, wheat and flour (CNY), fruit and vegetables</p> <p><u>Animals</u> Drawing pictures of the natural world, including animals and plants</p> <ul style="list-style-type: none"> ✓ Humans are animals ✓ Eating the right food, drinking water, having good hygiene and doing exercise keep us healthy <p><i>Linked Text: The Body Book by Hannah Alice</i></p>

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<p>Understanding the World: History / Geography Experiences</p>	<p>Geography: Where do we live? Talk about our a local community History: People who help us</p>	<p>Geography: Festivals – Diwali, Christmas, Hanukkah History: Remembrance Days, Guy Fawkes and Bonfire Night</p>	<p>Geography: Working at Night History: Van Gogh</p>	<p>Geography: RNLI Coastal Locations History: Toys from the past and RNLI boats in the past</p>		<p>Geography: Location of different countries on a map, hemispheres and differences History: Landmarks and important information from countries.</p>
<p>Understanding the World: RE (People, Culture and Communities)</p>	<p><u>Autumn 1 F4 Being Special – Where do I belong?</u> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity </p>	<p><u>Autumn 2 F2 Why is Christmas special for Christians?</u> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences </p>	<p><u>Spring 1 F1 Why is the word God so important to Christians?</u> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Retell stories, talking about what they say about the world, God, human beings Think about the wonders of the natural world, expressing ideas and feelings Say how and when Christians like to thank their Creator Talk about what people do to mess up the world and what they do to look after it. </p>	<p><u>Spring 2 F3 Why is Easter special to Christians?</u> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. </p>	<p><u>Summer 1 F5 What places are special and why?</u> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. </p>	<p><u>Summer 2 F6 What times/stories are special and why?</u> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus’ story about the ten lepers teaches about saying ‘thank you’, and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. </p>
<p>Understanding the World: Computing</p>	<p>Technology is integrated within everyday provision. Children in Reception have the opportunity to explore technology in a variety of ways including; age appropriate tablet games, interactive phonics programmes and using BeeBots.</p> <ul style="list-style-type: none"> Floppy Phonics digital programme allows children to listen to new sounds and move letters through touch to create words Free Painting canvas on Interactive Whiteboard - through this, children can change the colour of the pen and canvas as well as change the shape of the brush that they are using Tapestry is used to gather evidence of the children's work and experiences. The children know that this information is shared with their parents and ask for photos to be taken iPads are used for the children to take photographs Small tablets allow the children to access age appropriate games and activities BeeBots are used for simple forwards and backwards programming Children know how to play, pause and select videos when on the IWB <p>Staff use everyday language when talking about technology and how it is used within the Reception classroom.</p>					
<p>Expressive Arts and Design: Music</p>	<p align="center"><u>Me!</u></p>	<p align="center"><u>My Stories</u></p>	<p align="center"><u>Everyone!</u></p>	<p align="center"><u>Our World</u></p>	<p align="center"><u>Big Bear Funk</u></p>	<p align="center"><u>Reflect, Rewind and Replay</u></p>
<p>Listen and Respond In each step, an option to listen and respond to a different song or piece of music in a different style. Teacher to use this music to inspire imaginative movement.</p> <p>Explore and Create <u>Pulse</u> (steady beat) is the foundation of all music <u>Rhythm</u> is long and short sounds that happen over the pulse so rhythm changes and pulse stays the same <u>Pitch</u> is high and low sounds If we sing a song we need all three - the pulse keeps the steady beat, the words of the song are rhythmic but we need high and low sounds (pitch) to sing them otherwise we would be speaking or rapping them.</p> <p>Singing and playing instruments In each unit of work, the children will have the option to learn four nursery rhymes and two action songs</p> <p>Share and Perform Anything that has taken place within the lesson can be shared and / or performed.</p>		<p>This is a transition unit preparing for Years 1 – 6.</p> <p>The main focuses are:</p> <ul style="list-style-type: none"> Listen and Appraise Musical Activities: learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments <p>Perform and Share</p>		<p>A consolidation of the year’s work, prepare for a performance and look at the history of music.</p>		

RECEPTION LONG TERM CURRICULUM PLAN

HOLY TRINITY CHURCH OF ENGLAND PRIMARY SCHOOL

<p style="text-align: center;">Expressive Arts and Design <i>Creating with materials</i> <i>Being Imaginative</i></p>	<ul style="list-style-type: none"> • Baseline • Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. • Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. • Exploring sounds and how they can be changed, tapping out of simple rhythms. • Provide opportunities to work together to develop and realise creative ideas. 	<ul style="list-style-type: none"> • Explore different textures in Firework pictures, Rangoli patterns, Christmas decorations, Christmas cards, Christmas songs/poems • The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. • Recreating narratives - Christmas Post office Role Play area 	<ul style="list-style-type: none"> • Children will be encouraged to select the tools and techniques they need to assemble materials that they are using • Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. 	<ul style="list-style-type: none"> • Provide a wide range of props for play which encourage imagination • Make different textures; make patterns using different colours • Children to use their independence to create models of their interest – explain to others what they have made and what they could do to improve in further • Learning songs and actions for Easter 	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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 Invent, adapt and recount narratives and stories with peers and their teacher. 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>
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