

RECEPTION CURRICULUM – LONG TERM PLAN

AREAS OF LEARNING AND DEVELOPMENT		WONDERFUL ME AUTUMN 1	IT'S A CELEBRATION AUTUMN 2	HOMES AND FAMILIES SPRING 1	ONGOING
3 Prime areas of learning and development	Personal, Social & Emotional Development	Looking after one another and their friends Taking turns and sharing. Feeling safe and valued. Getting to know each other.	Celebrate own birthdays Christmas and Nativity. Develop an awareness of other peoples, faiths and cultures. Form good relationships with others.	Have an awareness of their own needs feelings and be sensitive to the needs of others. Work together forming good relationships. Family groups and extended families. Respect for each other.	Raise self-esteem by developing a positive I can approach. Develop ability to take risks Developing self-help skills. Developing positive relations with adults and peers.
	Communication & Language Development	Developing vocabulary Speaking and listening skills to clarify thinking. Interaction with others Responding and taking turns to speak.	Develop the vocab of celebrations. Speaking clearly with confidence to an audience. Writing for different purposes. Writing own names correctly. Talk about stories with understanding.	Be interested, excited and motivated to learn. Listen to individual family stories responding with questions. Visit from siblings. Invitations to family members	Developing listening and speaking skills. Use story tapes and respond to questions.
	Physical Development	Hygiene -toileting washing hands etc. Getting dressed, handling tools & objects to develop fine motor skills. Begin to move with confidence and safety.	Begin to develop an awareness of space and others around them. Start using a range of small and large equipment. Use tools and malleable materials with control.	Continue to develop children's ability to move safely and with confidence. Begin to move over and under apparatus with increasing control. Recognise importance of keeping healthy.	Develop confidence and co-ordination by providing increasingly challenging activities both indoors and out. Opportunity to use a range of tools to develop fine and gross motor skills. Workshop.
	Forest School		Forest School		
	P.E./Dance	Basic Skills/Our Bodies	Multi Skills/Changing Weather	Multi Skills/Opposites	
4 Specific areas of learning and development	Literacy	Reading books about starting school. Learning Nursery Rhymes. Link sounds to letters Developing writing skills Signs and symbols Learning to write own name	Writing for different purposes. Writing own names correctly. Show an understanding of stories. Recognise some letters. Labels and signs	Retell narratives in correct sequence. Use phonic knowledge to write letters sounds and words Read simple books	Pencil control, correct letter formation, direction of print. Developing phonic knowledge and an awareness that print carries meaning. Book area, writing table.
	Phonics	Phase 1 & 2	Phase 2	Phase 2 & 3	
	Mathematics	Counting objects, 1 to 1 matching Number recognition Number rhymes. Making a number poster. Ordering numbers. Mathematical language to describe shapes.	Important numbers to them-age Advent Calender, counting down to Christmas. Rangoli patterns. 1 more, 1 less. Sorting into sets of objects. Patterns. Counting and sequencing objects.	Record pictorially number of people in family and sequence by size. Positional language. Counting number in family. Recognise numerals to 10. Use language of more than and less than.	Number line used daily, counting on and back. Number recognition. Number rhymes 1 more and 1 less. Sorting object into sets. Sequencing events and objects. Cooking, measuring weighing etc.
	Understanding the World	Finding way around school. Investigate objects and materials by using their senses. Find out about past and present events Use directional language Use the computer and recorder.	Find out about past and present events. Begin to know about their own cultures and those of others. Design and make cards & decorations. Build and construct objects.	Investigate different materials used to build with - straw, bricks and sticks relating to the three little pigs. Build a real brick wall with supervision. Use computer and headphones. Look at the world around us compare similarities and differences	Investigating a range of objects and materials by using their senses. Give children the opportunity to ask questions about why things happen. Daily weather observation, date, day, etc. Opportunity to use technology.
	Religious Education	F1 – God's World	F2 – God's Family	F3 – Getting to know Jesus	
	Expressive Arts & Design	Draw, paint and make collages. Make posters. Use tools and fingers. Sing rhymes, action songs, music & movement tapes. Developing computer skills, use IPads	Draw, make, paint pictures to do with Celebrations. Design and make patterns. Singing Christmas songs. Dancing to music and percussion. Use their imaginations in role and imaginative play.	Draw, paint, make pictures connected to the three little pigs. Individual and group work. Make tepees, bracelets, totem poles Singing familiar songs from memory. Use imaginations in role play dance and music. Respond in a variety of ways.	Painting/ Making area freely available so children can make own choice. Daily singing, regular use of percussion and music tapes. Structured play area changed regularly.

RECEPTION CURRICULUM – LONG TERM PLAN

AREAS OF LEARNING AND DEVELOPMENT	SPRING 2 GROWTH	SUMMER 1 BOOKS AND BEARS	ALL ABOARD! SUMMER 2	ONGOING		
3 Prime areas of learning and development	Personal, Social & Emotional Development	Looking after ourselves. Developing awareness of own needs. Celebrate own achievements. Consider consequences of actions.	Continue to be excited, interested and motivated. Sharing and looking after resources. Select & use resources independently. Co-operate with each other.	Taking care of their environment. Sensitive to needs and views of others. Responds to significant experiences. Understand there needs to be agreed values and codes of behaviour.	Continue to develop self-esteem. Developing respect for each other, understanding that they need to take responsibility for own behaviour. Developing self-help skills.	
	Communication & Language Development	Talk about visits to the farm. Vocabulary of growth. Discuss favourite stories and characters. Explore rhymes.	Listen and respond with enjoyment to stories. Retell narratives in correct the order, showing elements of understanding sequence of events and characters.	Talk about visits and walk to library. Directional and positional language. Speak clearly and audibly. Use language according to theme.	Listening attentively and respond appropriately.	
	Physical Development	Recognise the importance of keeping healthy and the effect exercise has on our bodies. Compare the differences between a baby and themselves. Compare differences in animals.	Develop handling skills, looking at books properly, turning pages. Developing fine motor skills by using a range of small equipment with increasing control.	Use of outdoor play to develop control and co-ordination skills, travelling around, under and over equipment. Mark making outside using chalk, large paintbrushes and water.	Continue to encourage the children to move with confidence and increasing control by providing various challenging activities. Continual provision of workshop area to enable children to develop fine motor skills.	
	Forest School	Move with increasing control and co-ordination.	Forest School	Forest School		
	P.E./Dance	Multi Skills/People who help us	Multi Skills/Knights, Castles and Dragons	Multi Skills/Summer Holidays		
4 Specific areas of learning and development	Literacy	Discuss favourite stories. Sequence stories. Explore rhyme. Make posters, signs and captions. Write about favourite stories. Develop reading skills.	Make own bear books. Write labels and captions. Write descriptions of bears. Continue to use phonic knowledge in writing tasks.	Design posters. Write messages relating to themes. Writing shop names and shopping lists. Know print carries meaning. Awareness of environmental print.		Continue to develop pencil control. Focus on correct letter formation. Developing phonic knowledge. Know that print carries meaning. Writing table, book /listening area.
	Phonics	Phase 3	Phase 3 & 4	Phase 4		
	Mathematics	Language of measurement. Comparison between sizes Body parts 2 eyes, 2 arms etc. Measuring growth using none standard units. Positional language. Continue to work with numbers – recognise numbers, count accurately, group sets together Use money in everyday experiences	Order and sort bears by size, shape and colour. Count bears finding one more/one less. Using mathematical language such as smaller, heavier. Use the language of addition and subtraction	Raise awareness of numbers in the environment. Odd and even numbers. Use shape language to describe solid and flat shapes.	Continue to use number line daily. Counting, recognising and manipulating numbers to ten. Developing mathematical ideas and methods to solve practical problems. Use mathematical language.	
	Understanding the World	Find out about and identify some features of living things. Plant seeds and watch them grow. Identify conditions of growth. Show an interest in the lives of people close to them. Learn about life cycles.	Make a moving bear. Design and make a hat for a bear. Investigate materials using their senses. Find out about old bears/set up a bear museum. Make invitations to teddy bears picnic.	Observe features in the place they live. Take part in Forest School. Identify what they like and dislike. Make routes and maps. Design and construct vehicles and street furniture. Investigate objects by using their senses.	Encourage children to ask questions Why things happen and how things work. Encourage independence. Provide resources in workshop area. Computer readily available to support children's I.T skills.	
	Religious Education	F4 – Sorry and Joy	F5 – New Life	F6 – The Church		
Expressive Arts and Design	Observational drawings, paintings, collages of plants, flowers and seeds. Making seed shakers. Using clay to make a pot. Singing simple songs from memory. Using imagination in dance.	Drawing, painting collages of bears and favourite stories. Selecting correct media and tools. Singing teddy bears picnic. Moving like a bear. Participating in Forest School	Paint objects seen in the environment. Observational drawings of houses and street furniture. Responding to what they see and hear. Recognise repeated sound patterns. Use imagination in role play.	Opportunities provided to enable children to explore colour, texture, and shape. Encourage children to express and communicate their ideas by using a wide range of materials and tools. Daily singing.		

RECEPTION CURRICULUM – LONG TERM PLAN