

Reception Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social & Emotional Development	<p>Play cooperatively and take turns with others.</p> <p>Speak confidently in a familiar group.</p> <p>A variety of circle time activities designed to promote group identity and community, managing feelings, conflict, resolution and cooperation</p>	<p>Talk about their ideas.</p> <p>Say when they do or do not need help.</p> <p>Talk about how we can all feel safe in school by helping each other and being respectful.</p> <p>Participate in age-appropriate activities with regards to anti-bullying week.</p>	<p>Talk about their behaviour and others behaviour around school.</p> <p>Know that some behaviour is not acceptable.</p> <p>Children say why they like some activities and do not like others.</p>	<p>Confident to say when they do or do not need help.</p> <p>Take account of other children's ideas and plan an activity based around this.</p>	<p>Children will show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Children will be confident to speak in a familiar group and will talk about their ideas and will choose the resources they need for their chosen activities.</p>	<p>Children will learn to work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of their routine in their stride</p>
Physical Development	<p>Reinforce independence in self-care such as changing for PE and managing basic hygiene (ie hand washing)</p> <p>Handle scissors and pencils effectively.</p> <p>Introduce the large PE climbing equipment</p>	<p>Develop control and co-ordination through using a range of games equipment – small and large balls, bats and quoits, riding bikes and through using gymnastic apparatus such as small tables,</p>	<p>Continue to develop control and co-ordination through using a range of games equipment – small and large balls, bats and quoits, riding bikes and through using gymnastic apparatus such as small tables,</p>	<p>Know the importance of good health and physical exercise. Talk about ways to keep a balanced diet and how to be safe.</p>	<p>Show increasing control of a writing implement to mark make. Form most letters correctly.</p> <p>Move in a variety of ways, showing pleasure and spatial awareness.</p>	<p>Show awareness of the need for a healthy balanced lifestyle.</p>

	and managing risk of new challenges.	benches and mats. Participate in age appropriate activities linked to Road Safety Week	benches and mats.			
Communication & Language	Listen to stories anticipating key events and responding to what they hear with relevant comments, questions or actions. Listen and respond to other children and adults appropriately.	Express themselves effectively, talking about events that have happened or are to happen in the future.	Develop an awareness of listeners needs when expressing themselves and connecting ideas. SPTO postcards/ Homework requests	Answer 'how' and 'why' questions when asked about their experiences. Children to express themselves effectively, when talking about events that have happened or are to happen in the future.	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children learn to respond to others appropriately. Demonstrate a two-channelled attention-can listen and do.	Answer 'how' and 'why' questions when asked about their experiences and in response to stories. Children develop their own narratives and explanations by connecting ideas or events.
Literacy	Begin to learn the letters that represent sound in words. They will also learn letter names. Learn correct letter formation and they will be encouraged to use efficient pencil grip. Encourage mark making using a variety of media.	Through sharing a range of large books with the children, they will learn how print works; that we read from left to right, that we read the left page before the right and see spaces between words. These concepts will help the children in their early reading and writing	Continue to share a range of big books – stories with repetitive language, traditional and fantasy stories, poetry and modern rhymes and simple information texts. Continue to learn the letters that represent sound in words. They will continue to learn letter names	The children will continue to identify and blend beginning, middle and final sounds in words. We will continue to encourage independent writing and correct pencil grip and letter formation.	Encourage independent writing and correct pencil grip and letter formation. Enjoy sharing a variety of books and stories. Use language that is influenced by the stories they enjoy.	Write labels and captions independently. Encourage children to form and write sentences independently.
Mathematics	Count reliably with	Use everyday	Continue to count	Make simple estimates	Continue to add two	Describe the properties

	<p>numbers from 1-20. The children will count to 20 and beyond in everyday activities and will focus in detail on one or two numbers each week.</p> <p>Place numbers in order, initially to 10 and then beyond.</p>	<p>language to talk about time – know that there are seven days in a week, know the days of the week and use words like “yesterday” and “tomorrow”.</p> <p>Identify shapes like circle, square, oblong and triangle and use language such as sides, corners, straight and curved to describe them.</p>	<p>objects 1-20 accurately, identify and write numbers correctly.</p> <p>Begin to look at counting in other ways such as 2’s and 10’s using the hundred square.</p>	<p>and predictions.</p> <p>Continue to use the language of shape.</p> <p>Begin to add two groups together by counting all and counting on.</p>	<p>single-digit numbers together by counting all and counting on.</p> <p>Begin to subtract two single-digit numbers by counting back or taking away to find the answer.</p>	<p>of 2D and 3D shapes.</p> <p>Identify their own mathematical problems.</p> <p>Use and understand the language of weights and measures.</p>
Understanding of The World	<p>Introduce Show and Tell Bags and encourage children to share items and times of importance to them and their families</p> <p>Introducing iPads and use of the interactive whiteboard by the children.</p>	<p>Celebrating Diwali and other festivals of light ie Bonfire Night</p> <p>Introducing Christmas, a special time for Christians. Telling the story of Christmas using Nativity figures, videos and participating in a Nativity performance.</p>	<p>Celebrating Chinese New Year.</p> <p>Using the laptop to complete a simple programme.</p>	<p>Looking at special days such as Shrove Tuesday, Holi, Mothering Sunday.</p> <p>Participating in whole school activities for World Book Day and Red Nose Day.</p>	<p>Using ‘real life’ ICT equipment to record their activities and play-cameras, iPads, and camcorders.</p> <p>Share holiday news.</p> <p>Understand that children enjoy different activities.</p>	<p>Explore the use of technology in the home.</p> <p>Review pictures of the children and activities undertaken through the year and discuss similarities and differences.</p> <p>Explore a variety of materials and their properties.</p>
Expressive Arts & Design	<p>Introduce using the paint mixing station</p>	<p>Creating artwork in response to</p>	<p>Observation of seasonal changes</p>	<p>Observation of seasonal changes and</p>	<p>Safely use and explore a variety of materials,</p>	<p>Represent their own ideas, thoughts and</p>

	<p>and the creative area.</p> <p>Joining in with a variety of rhymes and songs.</p> <p>Autumn art with Mrs Oldfield (specialist Art Teacher)</p>	<p>festivals – Diwali, Bonfire Night & Christmas</p> <p>Looking at the work of a famous artist: Vincent Van Gogh</p>	<p>and representing what they see in their creative work.</p>	<p>representing what they see in their creative work.</p>	<p>tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>feelings through design and technology, art, music, dance, role play and stories.</p>
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