

YEAR RECEPTION

TERM	Autumn Term		Spring Term		Summer Term	
THEME	1 st half All About Me	2 nd half Our heroes	1 st half Pirates Ahoy!	2 nd half Once upon a time	1 st half On the farm	2 nd half In the wild
Writing <i>Specific area</i>	<u>Book focus</u> The Colour Monster The Worrysaurus The World Made a Rainbow Elmer There's Only One You The Friendship Bench Name writing Mark making for meaning	<u>Book Focus</u> Owl Babies There's a Superhero in your book - Tom Fletcher A Superhero like you - Dr Ranj Incredible You - Rhys Brisenden What will I be - Frances Stickley Superheroes don't get scared... Or do they? - Kate Thompson <u>Christmas cards</u>	<u>Book Focus</u> Pirates Love Underpants (book) The Pirates Next Door (book) The Night Pirates (book)	<u>Book Focus</u> Little Red Riding Hood (tale) The Three Little Pigs (book) Three Billy Goats Gruff (tale) Hansel and Gretel Jack and the Beanstalk (tale)	<u>Book Focus</u> _Farmyard Hullabaloo Higgly Hen Farmer Duck What the Ladybird Heard Counting Sheep Mavis the Bravest	<u>Book Focus</u> Where the Wild Things Are (book) Monkey Puzzles (book) Never Shake a Rattlesnake (book) Rumble in the jungle (book) Dear Zoo (book) Your Safe With Me (book)
Reading / Phonics <i>Specific area</i>	<u>Little Wandle Autumn 1</u>	<u>Little Wandle Autumn 2</u>	<u>Little Wandle Spring 1</u>	<u>Little Wandle Spring 2</u>	<u>Little Wandle Summer 1</u>	<u>Little Wandle Summer 2</u>
Maths <i>Mastering Number program also taught 4 times a week</i> <i>Specific area</i>	<u>Getting to know you</u> <u>Match, sort and compare</u> <u>Talk about and measure patterns</u>	<u>It's me 1, 2, 3!</u> <u>Circles and triangles</u> <u>1, 2, 3, 4, 5</u> . Shapes with 4 sides	<u>Alive in 5</u> <u>Mass and capacity</u> <u>6, 7, 8</u> Length, height and time*	<u>Building 9 and 10</u> <u>Explore 3D shapes</u> C	<u>To 20 and beyond</u> <u>How many now?</u> <u>Manipulate, compose and decompose</u> <u>Sharing and grouping</u>	<u>Visualise, build and map</u> <u>Make connections</u>
Science <i>Specific area</i> The World	<u>Me and my body/My senses</u>	<u>Autumn</u>	<u>Winter/Ice</u> <u>Floating and sinking</u>	<u>Spring</u> <u>Planting</u> <u>Healthy Living</u>	<u>Growing plants</u> <u>Caterpillars</u> <u>Farms and Baby Animals</u>	<u>Habitats</u> <u>Animal features</u> <u>Summer</u>

Reception Curriculum overview – Long Term Plan

History <i>Specific area</i> The World	<u>My family</u>	<u>Celebrations</u>	<u>Explorers</u>	<u>Bears Old & New</u>	<u>Farms past & present</u>	<u>Mary Anning/Dinosaurs</u>
Geography <i>Specific area</i> The World	<u>Our school</u>	<u>Communities</u>	<u>Maps</u>	<u>Comparing habitats</u>	<u>Changes</u>	<u>Globes and maps- continents Africa</u>
Art & D.T. <i>Specific area</i> Expressive Art & Design	<u>Self-Portraits</u>	<u>Loose part pictures (Kandinsky, Andy Goldsworthy)</u>	<u>Create a boat for a pirate</u>	<u>Make picnic food</u>	<u>Collage pictures (Eric Carle) Floral pictures (Claude Monet)</u>	<u>Sunset paintings (Paul Goldstein)</u>
Music <i>Specific area</i> Expressive Art & Design	<u>Nursery Rhymes</u>	<u>Christmas Play</u>	<u>Sea shanty – singing a pirate song and keeping the beat</u>	<u>Big Bear Funk - Charanga</u>	<u>Expression through art, music and movement</u>	<u>African Drumming</u>
Computing						
P.E. <i>Prime area</i> Physical Development	Spatial Awareness	Balance	Fundamentals 1 Gymnastics 1	Fundamentals 2 Gymnastics 2	Ball Skills 1 Games 1	Ball Skills 2 Games 2

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R.E. <i>Specific area</i> The World	<u>Christianity and Judaism</u> Theme: Special People	<u>Christianity</u> Theme: Christmas	<u>Hinduism</u> Theme: Celebrations	<u>Christianity</u> Theme: Easter	<u>Christianity, Islam, Hinduism, and Sikhism</u> Theme: Story Time	<u>Christianity, Islam and Judaism</u> Theme: Special Places
No Outsiders	<u>To choose what I like</u>	<u>To know it's okay to like different things</u>	<u>To say hello</u>	<u>All families are different</u>	<u>To celebrate my family</u>	<u>To make a new friend</u>
PSHE <i>Prime area</i> Communication and Language Personal, Social and Emotional development GetSet4PE	PSED from the Early Years Curriculum <i>'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.'</i> - Department for Education Staff will plan to the needs of the cohort throughout the year and teach through daily interactions. These will include: • Rules and routines, including boundaries and personal space • Self-regulation, including identifying emotions and feelings • Conflict resolution and problem solving • Growth mindset and resilience • Developing independence and confidence, including personal hygiene, well-being, exercise and looking after yourself (e.g. tooth brushing, hand washing, healthy eating)					
<i>Prime area</i> Communication and Language Personal, Social and Emotional development	As part of the Early Years Curriculum, children are exposed to the Characteristics of Effective Learning and Teaching throughout their learning day and in continuous provision: • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things Adults observe and interact with children to pursue curiosity and reflect on their learning.					

