

Reception Long Term Curriculum Overview 2023-24 (Where themes and activities are shown, these are provisional - dependent on the children's interests.)

	AUTUMN 1 4th Sep—20th Oct	AUTUMN 2 31st Oct — 22nd Dec	SPRING 1 8th Jan—9th Feb	SPRING 2 19th Feb—28th March	SUMMER 1 15th Apr—24th May	SUMMER 2 5th June—19th July
PREDICTED THEMES	Starting School Me and my family Making friends Rules and routines Being independent Baseline assessments Class/school safety/hygiene	Fireworks (and fire safety) Diwali Bulb planting Christmas Nativity performance	Dinosaurs—creatures from the past Chinese New Year	Where I live, Where You live What it's like to live in our local environment and what it's like to live in a different environment Maps Mothers' Day	Plants and minibeasts Growing food What we can do to stay healthy—exercise, healthy foods, brush our teeth The Queen's Platinum Jubilee	How I've grown and changed My superpowers—strengths I can take to Year 1 My family tree Fathers' Day
POSSIBLE TEXTS	Goldilocks and the three Bears Doodling Daniel Worrysaurus So Much Autumn The Very Helpful Hedgehog Poetry: Out and About, Wide Eyed Owl The Scarecrows' Wedding Scarecrow's Secret Non-fiction: Harvest Festival, bread recipe	The Gingerbread Man Lots of Lights Wow! Said the Owl Remember, Remember, the 5th of November The Sugar Plum Fairy's Wand The Nativity Winter Poetry—Out and About Non-fiction: Diwali celebrations	Dinosaur Bones—Bob Barner If I had a Dinosaur—Gabby Dawnay and Alex Barrow Tyrannosaurus Drip—Julia Donaldson The Dinosaur that Pooped a Planet Bumpus, Jumpus Dinosaur Rumpus Dragon Dance - Chinese NY customs The Great Race - story of the animals of Chinese NY Non-fiction: Chinese New Year celebrations	We're going on a Bear Hunt We're going on a Lion Hunt—set in Africa Handa's Surprise Non-fiction: Children's Atlas Non-fiction: British Mammals, African Animals Children's choice of fav books for WBD	Jack and the Beanstalk Jasper's Beanstalk The Enormous Turnip Oliver's Vegetables Supertato Summer The Bee Who Spoke Why Do We Need Bees Bee My Friend The Hungry Caterpillar Poem: Butterfly Smiles Poem: A Little Seed Non-fiction: A Seed in Need, How to grow a 'cress head' - planting instructions	Book list to be finalised
CELEBRATIONS/ EVENTS	Harvest 23.9.24 Macmillan Coffee Morning 29.9.24	Diwali 31.10—4.11.24 Halloween 31.10.24 Bonfire night 5.11.24 Remembrance 11.11.24 St Andrew's Day 30.11.24 Christmas 25.12.24	Chinese New Year (dragon) 10.2.24 National Storytelling Week 30.1.24—6.2.24	Shrove Tuesday 13.2.24 St David's Day 1.3.24 World Book Day 7.3.24 St Patrick's Day 17.3.24 Mothers' Day 10.3.24 Easter Day 31.3.24	St George's Day 23.4.24	King's birthday 15.6.24 Fathers' Day 16.6.24
POSSIBLE VISITS / VISITORS	Forest visits—working together, being safe, signs of autumn, nutty names, hide and seek games, scavenger hunt, etc Nurse visit—health and hygiene	Fire Service visit with Y1 Forest visits—signs of winter and exploring frost and ice, bug hotels, nature mandala, Leaf animals, leaf people, forest mud faces on trees, mud painting, hide and seek with arrows Father Christmas	Forest visits—signs of spring, building dens Storyteller—grandparent, parent	Walk to post box Train to Parbold Library Fairy Glen prayer walk Forest visits—bear hunt, making maps, orienteering	Forest visits—signs of summer, treasure hunt, nature's paint brushes and paints, hide and seek with clues, tree climbing	Forest visits - signs of animal life, senses - hear, see, smell, touch, taste; journey sticks, hide and seek ninjas, laser quest, fire-making and marshmallows
POSSIBLE OTHER ACTIVITIES AND EXPERIENCES	Self portraits - display Hand prints - rules display Photos - birthdays display Making bread	Diva lamps/ Rangoli patterns Indian dance Nativity play Christmas crafts Jesus' birthday party	Junk model making Clay dinosaurs Chinese Dragon making Chinese lantern making	Mapping—class, local, world, treasure, story map Mothers' Day cards—printing,	Planting seeds, growing veg and wild flowers Evil Pea hunt Make healthy soup Sports Day	Watch caterpillars grow into butterflies Fathers' Day cards Birthday card for the King
R.E. Prayer—ongoing	We Are Special Harvest	Christmas Link to World Faiths—Diwali	Stories Jesus Heard Stories Jesus Told	Easter	Special Places Link to World Faiths —The Mosque	Special Times Link to World Faiths—Islam—Eid—Eid al Fitr , Sikhism—Vaisakhi, Hinduism—Holi, Judaisn—Rosh Hashanah—

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COMMUNICATION AND LANGUAGE	Over the year, children will take part in small group, whole class and one-to-one discussions through Role-Play, Weekly News, Sharing Super Work, Circle Time, Storytime, etc. They will develop the skills needed to listen attentively and respond with questions, comments and answers. They will have opportunities to use new vocabulary through holding conversations, offering their own ideas and explanations, and expressing their own feelings using past, present and future tenses.					
PSED	<p><u>Self-regulation</u> Express their feelings and consider the feelings of others, regulate behaviour accordingly Give focussed attention to what the teacher says.</p> <p><u>Managing Self</u> See themselves as a valuable individual.</p> <p><u>Building Relationships</u> Build constructive and respectful relationships and friendships with adults and peers. Work and play co-operatively and take turns with others.</p>	<p><u>Self-regulation</u> As Autumn 1</p> <p><u>Managing Self</u> As Autumn 1</p> <p><u>Building Relationships</u> As Autumn 1</p>	<p><u>Self-regulation</u> Identify and moderate their own feelings socially and emotionally.</p> <p><u>Managing Self</u> Show resilience and perseverance in the face of challenge. Be confident to try new activities. Manage own basic hygiene and personal needs.</p> <p><u>Building Relationships</u> As Autumn 1</p>	<p><u>Self-regulation</u> Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals.</p> <p><u>Managing Self</u> As Spring 1 plus: Explain the reasons for rules</p> <p><u>Building Relationships</u> As Autumn 1 plus: Show sensitivity to their own and to others' needs.</p>	<p><u>Self-regulation</u> As Spring 2</p> <p><u>Managing Self</u> As Spring 2</p> <p><u>Building Relationships</u> As Spring 2</p>	<p><u>Self-regulation</u> Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> As Spring 2 plus: Show independence, resilience and perseverance in the face of challenge.</p> <p><u>Building Relationships</u> As Spring 2</p>
PHYSICAL DEVELOPMENT	<p>PE—Games <u>Gross Motor Skills</u> Revise and refine fundamental movement skills already acquired—roll, crawl, walk, jump, run, hop, skip, balance, climb.</p> <p><u>Fine Motor Skills</u> Attempt to hold pencils and brushes correctly, use scissors, etc</p>	<p>PE—Games <u>Gross Motor Skills</u> Further develop fundamental movement skills already acquired—roll, crawl, walk, jump, run, hop, skip, balance, climb - begin to negotiate space and obstacles safely.</p> <p><u>Fine Motor Skills</u> Begin to hold pencils and brushes correctly, use scissors, etc. Attempt to use cutlery correctly with support.</p>	<p>PE—OAA <u>Gross Motor Skills</u> Negotiate space and obstacles safely and move energetically when running, jumping, dancing, hopping, skipping and climbing.</p> <p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p><u>Fine Motor Skills</u> Developing skills to hold and use pencils (tripod grip), brushes and scissors correctly. Begin using cutlery correctly with support.</p>	<p>PE—OAA <u>Gross Motor Skills</u> Move energetically when running, jumping, dancing, hopping, skipping and climbing. Begin to demonstrate strength, balance and coordination when playing.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Fine Motor Skills</u> Developing skills to hold and use pencils (tripod grip), brushes and scissors correctly. Use cutlery correctly with support.</p>	<p>PE—Gymnastics <u>Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. Combine different movements with ease and fluency.</p> <p><u>Fine Motor Skills</u> Hold and use pencils (tripod grip in preparation for fluent handwriting), brushes, scissors and other small tools correctly. Use cutlery independently.</p>	<p>PE—Gymnastics <u>Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. Confidently and safely use a range of large and small apparatus indoors and outdoors and in a group.</p> <p><u>Fine Motor Skills</u> Hold and use pencils (tripod grip in preparation for fluent handwriting), brushes, scissors and other small tools correctly and accurately. Use cutlery independently.</p>
Throughout the year, physical development will be supported through the following activities: ring games, dough gym/funky fingers, handwriting, parachute games, PE lessons, hygiene (including oral) and hand washing instruction. Children will be taught about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen-time, having a good sleep routine, being a sensible pedestrian.						

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LITERACY (word reading and writing)	Phonics — Phase 2 s a t p i n m d g o c k e u r h b f f l l s s Recognises own name Rhyme and alliteration Initial sounds Attempt writing letters and VC and CVC words Read VC and CVC words Begin to read Phase 2 hf/tricky words: a at as is it in an l and the on not can no go to into get got back put his him <i>Reception Baseline Assess-</i>	Phonics — Phase 2 s a t p i n m d g o c k e u r h b f f l l s s Copy own name Begin to write recognisable letters Read VC and CVC words Write VC and CVC words Read Phase 2 hf/tricky words: a at as is it in an l and the on not can no go to into get got back put his him	Phonics — finish Phase 2, start Phase 3 J v w x y z z z qu ch sh th/th ng ai ee oo/oo oa ar or igh ur ow oi ear er air ure Attempt/write own name without visual aid Write CVC words incorporating developing knowledge of phase 3 Read Phase 3 CVC words in appropriate decodable texts Attempt to write labels and simple captions Read Phase 3 hf/tricky words: no go l the too he she we me be was my you they her all are Spell: the to l no go	Phonics — embedding Phase 2, continue Phase 3 Write own name without support Write correctly formed letters Write CVC words incorporating digraphs learnt so far Read Phase 3 CVC words in appropriate decodable texts Begin to write simple sentences Phonetically plausible writing Read Phase 3 hf/tricky words: no go l the too he she we me be was my you they her all are Spell: the to l no go	Phonics — embedding Phase 3, start Phase 4 adjacent consonants and polysyllabic words Write full name without support Write words with adjacent consonants using phonics learnt so far. Read 2-syllable words Read appropriate decodable texts Write simple sentences independently Begin to use capital letter and full stop.	Phonics — finish Phase 4, consolidation and embedding what's been learned Write sentences independently Use capital letter and full stop correctly Read appropriate decodable texts Read hf/tricky words: said so have like some come were there little one do when out what Spell hf/tricky words: he she we me be was you they all are my her
LITERACY (comprehension)	Throughout the year children will have opportunities to: use and develop their understanding of new vocabulary; develop and demonstrate their understanding by retelling stories using their own and new vocabulary; learn skills to predict key events in stories.					
MATHEMATICS (Number and Numerical Patterns)	White Rose: <ul style="list-style-type: none"> Getting to Know You Match Sort and Compare Talk About Measure and Patterns Match, identify, sort, explore, create, compare objects Compare, explore, copy, create patterns <i>Reception Baseline Assessments</i>	White Rose: <ul style="list-style-type: none"> It's Me 1, 2, 3 Circles and Triangles 1,2,3,4,5 Shapes with 4 Sides Find, subitise, represent 1,2,3, one more, one less, composition of 123 Identify, name, compare circles and triangles, position Find, subitise, represent 4 and 5 one more, one less, composition of 1-5 Identify, name and combine shapes with 4 sides	White Rose: <ul style="list-style-type: none"> Alive in 5 Mass and Capacity Growing 6, 7, 8 Introduce zero Comparing numbers to 5 Composition of 4 and 5 Sorting Number shapes Comparing mass (2) Comparing capacity (2) Balance scales Counting and Representing 6,7,8 Composition of 6,7,8 Subitising Ordering and comparing One more, one less patterns Making pairs Combining 2 groups Using a 10 frame Length and height Understanding what time is	White Rose: <ul style="list-style-type: none"> Length, Height and Time Building 9 and 10 Explore 3D Shapes Understanding 9 and 10 Subitising Comparing numbers to 10 Comparing quantities: more, fewer, less Number bonds to 10 3d shape: names, similarities and differences Pattern (2): describe, continue and copy (AAB ABB AABBAABBB)	White Rose: <ul style="list-style-type: none"> To 20 and Beyond How Many Now Manipulate, Compose and Decompose Consolidation of key skills: subitising, counting, composition, sorting and matching, comparing and ordering Build and identify numbers to 20 (and beyond) Recognising counting patterns beyond 10 Using 10s frames How many is 100? Spatial reasoning (1): puzzles and positional language Mathematical stories Adding more Counting on from any number Taking away Spatial reasoning (2): combining shapes to make other shapes	White Rose: <ul style="list-style-type: none"> Sharing and Comparing Visualise, Build and Map Build Connections Consolidation of key skills: subitising, counting, composition, sorting and matching, comparing and ordering Doubling Sharing and grouping Even and odd Equal groups Spatial reasoning (3) Making models Positional language Problem solving Patterns and relationships (numbers and shapes) Repeating patterns Symmetry Spatial reasoning (4): maps and mazes
Plus Axis Mastering Number						

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UNDERSTANDING THE WORLD	<p>People, Culture and Communities Children will start to learn about their new school building and grounds through observation and discussion.</p> <p>The Natural World Children will observe the natural world around them and observe seasonal changes in the autumn months and find out about leaves and wind.</p>	<p>Past and Present Children will learn about why we celebrate bonfire night with fireworks, bonfires and a guy.</p> <p>People, Culture and Communities They will learn about the meaning and traditions of the Christian festival of Christmas, the Hindu festival of Diwali and the Jewish festival of Hannukah.</p> <p>The Natural World They will observe the natural world around them and observe seasonal changes in the autumn-winter months and find out about disappearing puddles.</p>	<p>Past and Present Children will step back in time and learn about dinosaurs. They will find out how we know about dinosaurs and what fossils are. They will compare and contrast what dinosaurs looked like and think of ideas why. They will identify similarities and differences between dinosaurs and animals living in the present - birds and reptiles. They will find out which were herbivores, carnivores and omnivores.</p> <p>People, Culture and Communities They will learn about the traditions of the Chinese New Year. They will find China on the globe and compare it to the UK.</p> <p>The Natural World They will observe the natural world around them and observe seasonal changes in the winter months and find out about snowflakes.</p>	<p>People, Culture and Communities Children will look at maps of the local area and find where they live. They will observe the immediate environment around school and make their own maps. They will look at the globe and find the UK and Africa/other country. They will learn some similarities and differences between their lives and the lives of children in other countries.</p> <p>The Natural World Children will learn about similarities and differences between the natural environment of Appley Bridge and that of Africa through We're Going on a Lion Hunt and Handa's Surprise.</p> <p>They will observe the natural world around them and observe seasonal changes in the winter—spring months and search for signs of new life.</p>	<p>People, Culture and Communities The children will learn about similarities and differences between Christian and Muslim places of worship.</p> <p>The Natural World Children will grow vegetables and wildflowers and observe the growth from seed/seedling to vegetable/flower. They will eat their harvest and learn about how to eat healthily—rainbow foods—and keep fit.</p> <p>They will observe mini-beasts and learn about the importance of bees and how plants are pollinated.</p> <p>They will observe the natural world around them and observe seasonal changes in the spring-summer months and watch their own plants and plants around them grow to full size again.</p>	<p>Past and Present Children will look how they have grown and changed from birth and what super skills they now have to use in Year 1. They will collect photos and make their own family tree from grandparents to themselves. They will chat to their own grandparents about how life was different when they were children.</p> <p>People, Culture and Communities They will learn about aspects of Jewish and Muslim life</p> <p>The Natural World They will observe the natural world around them and observe seasonal changes in the summer months and how the sunshine dries our washing.</p>
EXPRESSIVE ARTS AND DESIGN	<p>Creating with Materials Painting: Self-portrait Colour mixing—autumn colours</p>	<p>Creating with Materials Digital art: Use Purple Mash to 'paint' firework pictures Painting with mud in the forest Collage and pattern: Coloured rice, etc—rangoli patterns Crafts: Christmas decorations and cards—cutting, folding and joining.</p>	<p>Creating with Materials Junk modelling: Use recycled materials to make a dinosaur model. Texture: Create a dinosaur adding texture from tissue paper, cardboard, sand, bubble wrap, etc for skin. Salt dough: Make a dino fossil Clay—sculpt a dinosaur</p>	<p>Creating with Materials Craft: Mother's day card—cutting, folding, joining Natural materials: Use found natural materials to make a map of the forest area</p>	<p>Creating with Materials Printing: Chop and use fruit and veg to print repeated patterns Clay/salt dough: Mark fruit pattern into tile and use to print Oil pastels: Draw wildflowers, smudging to mix colours</p>	<p>Creating with Materials Craft: Father's day card—cutting, folding, joining, use camera to take photo of each other Drawing: Make careful marks to draw King's face</p>
<p>Being Imaginative and Expressive: Throughout the year children will have lots of opportunities to recount, adapt and invent stories and narratives; they will sing well-known nursery rhymes and songs; and they will perform songs, poems and rhymes and try to move in time with the music.</p>						