








## Reception Long Term Curriculum Plan 2023/24

Overarching Principles			
Unique Child	Positive Relationships	Enabling Environments with Teaching and Support from Adults	Learning and Development
Characteristics of Effective Learning			
Playing and Exploring	Active Learning	Creating and Thinking Critically	

	Autumn 1 (05/09/2023 – 20/10/2023) 7 weeks	Autumn 2 (30/10/2023-22/12/2023) 8 weeks	Spring 1 (09/01/2024 – 16/02/2024) 6 weeks	Spring 2 (26/02/2024 –27/03/2024) 5 weeks	Summer 1 (15/04/2024 – 24/05/2024) 6 weeks	Summer 2 (03/06/2024 – 19/07/2024) 7 weeks	
Special Events/Visits		Christmas Celebration/Nativity	Lunar NY Police/Firefighters Visit	World Book Day		Olympics Trip (TBC)	
Literacy  Moonster Phonics	Information on children's interests, needs, home relationships and contexts will be gathered through baseline assessments and observations.	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and <b>composition</b> (articulating ideas and structuring them in speech, before writing)					
		<b>Outside Inside</b>	<b>Knowing Yourself</b>	<b>Talents and Powers</b>	<b>Sowing a Seed</b>	<b>Strength of Mind</b>	<b>Family and Friends</b>
		Where the Wild Things Are (3 weeks) Anansi (2 weeks)	Look Up! (3 weeks) Halibut Jackson (3 weeks)	The Magic Paintbrush (3 weeks) Little Red (3 weeks)	The Tiny Seed (3 weeks) The Extraordinary Gardener (2 weeks)	Weirdo (3 weeks) The Night Pirates (3 weeks)	So Much (3 weeks) Izzy Gizmo (3 weeks)
		Phase 2	Phase 2/3	Phase 3	Phase 3	Phase 4	Phase 4
Mathematics 		Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>'have a go'</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	Match, Sort and Compare (2 weeks) Talk About Measure and Pattern (2 weeks) It's Me 1, 2, and 3! (Week 1)	It's Me 1, 2, and 3! (Week 2) Circle and Triangles (1 week) 1, 2, 3, 4 and 5 (2 weeks) Shapes with 4 sides (1 week) Autumn Consolidation	Alive in 5 (2 weeks) Mass and Capacity (1 week) Growing 6, 7 and 8 (2 weeks) Length, Height and Time (Week 1)	Length, Height and Time (Week 2) Building 9 and 10 (3 weeks) Explore 3-D Shapes (Week 1)	Explore 3-D Shapes (Week 2) To 20 and beyond (2 weeks) How Many Now (1 week) Manipulate, Choose and Compose (2 weeks)	Sharing and Grouping (2 weeks) Visualise, Build and Map (3 weeks) Make Connections (1 week) Consolidation	
Communication & Language	The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> .						
	<b>Continuous Resources and Provision</b> Circle and carpet times – Listening skills/two-way conversations in Talk Partners Word Collector/WOW Vocabulary Weekly enhancements to Talking Table Daily story time/singing opportunities						
R.E	Branch 1 - Creation and Covenant	Branch 2 – Prophecy and Promise	Branch 3 – Galilee to Jerusalem	Branch 4 – Desert & Garden	Branch 5 – To the End of the Earth	Branch 6 – Dialogue and Encounter	

<b>PSED</b> 	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> .					
	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	
Journey In Love	To recognise the joy of being a special person in my family.		To recognise that we are all different and unique.		To celebrate the joy of being a special person in God's family.	
<b>Physical Development</b>  <b>Fine Motor</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
	Bats and Balls at the Circus	Gym – Jumping and Balancing	Dance Animals – Mini Beasts	Balls Skills at the Zoo	Turn Taking on Holidays (Strike and Field)	Fun with Quoits and Cones
	<b>Continuous Resources and Provision</b> Weekly Busy Finger enhancements (tweezers, peg boards, threading, scissors) Selections of tools in sand, playdough, painting, mark making, workshop and water areas. Squiggle While You Wiggle (Weekly) and Letter Join Handwriting (Spring Term)					
<b>Understanding the World</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Me and My Senses	Autumn/Seasonal Changes	Our Community	Growing and Changing	Technology Past & Present	Around the World
<b>EAD</b> <b>Art &amp; Design</b> <b>Music</b> 	The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Collage	Colour and Mixing	Study of an Artist (Lowry)	Pattern and Printing	Models and Sculptures	Drawing and Sketching
	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay