

Reception Long Term Curriculum Plan 2021-22

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)	ELG's
Reception theme	Where do I belong?	Once upon a time	Where in the world?	All creatures great and small	Growing and farms	Do you like to be beside the seaside?	
General themes	<ul style="list-style-type: none"> All about me My family Our community – where we live Buildings Our school Emotions Maps 	<ul style="list-style-type: none"> India Fairytales Christmas 	<ul style="list-style-type: none"> Contrasting environments Naming aspects of different environments Changing seasons Africa Antarctic 	<ul style="list-style-type: none"> Animals – characteristics of animals and categories of animals Habitats Minibeasts Lifecycles 	<ul style="list-style-type: none"> Food from farms Plants Growing from babies to adults Healthy eating 	<ul style="list-style-type: none"> Seasides in the past Sea creatures 	
Power of reading books	Hello, friend Here we are	The Runaway Chapati The Nativity Story	Anna Hibiscus Song Blue Penguin	Mad About Minibeasts Rumble In The Jungle	Jack and the beanstalk Oliver's Vegetables	Billy's Bucket	
UTW Links	<ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them Draw information from a simple map Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Talk about the lives of the people around them and 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the 	<ul style="list-style-type: none"> Explore the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside. Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Draw information from a simple map Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. Know some similarities and differences between things in the past and now, 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities Describe their immediate environment using knowledge from observation,

	<p>their roles in society.</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>and what has been read in class.</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>natural world around them.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>			<p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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<p style="text-align: center;">Literacy skills expected at each stage (Children to be placed into differentiated RWI groups)</p>	<p>RWI</p> <p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>RWI</p> <p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>RWI</p> <p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Word Reading.</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing.</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.
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<p style="text-align: center;">White Rose Maths</p>	<p>Getting to know you (baseline)</p> <ul style="list-style-type: none"> • Establish maths through routines <p>Just Like Me (3 weeks)</p> <ul style="list-style-type: none"> • Match and sort • Compare amounts • Compare size, mass and capacity • Exploring pattern 	<p>It's Me 1, 2, 3</p> <ul style="list-style-type: none"> • Representing 1, 2 and 3 • Comparing 1, 2 and 3 • Composition of 1, 2 and 3 • Circles and triangles • Positional Language <p>Light and Dark</p> <ul style="list-style-type: none"> • Representing numbers to 5 • One more and one less • Shapes with 4 sides • Time 	<p>Alive in 5!</p> <ul style="list-style-type: none"> • Introducing 0 • Comparing numbers to 5 • Composition of 4 and 5 • Compare mass • Compare capacity <p>Growing 6, 7, 8</p> <ul style="list-style-type: none"> • 6, 7 and 8 • Making pairs • Combining 2 groups • Length and height • Time 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> • 9 and 10 • Comparing numbers to 10 • Number bonds to 10 • 3D shape • Pattern <p>Consolidation</p>	<p>To 20 and beyond</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial Reasoning • Match, Rotate, Manipulate <p>First, then, now</p> <ul style="list-style-type: none"> • Adding more • Taking away • Spatial reasoning • Compose and decompose 	<p>Find my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing and grouping • Odd and even • Spatial reasoning • Visualise and build <p>On the move</p> <ul style="list-style-type: none"> • Deepening understanding • Patterns and relationships • Spatial reasoning • Mapping 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns

PSED	Jigsaw Being in My World	Jigsaw Celebrating Difference	Jigsaw Dreams and Goals	Jigsaw Healthy Me	Jigsaw Relationships	Jigsaw Changing Me	
RE	Discovery RE Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Discovery RE Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Discovery RE Theme: Celebrations Key Question: How do people celebrate? Religion: Hinduism	Discovery RE Theme: Easter Concept: Salvation Key Question: What is Easter? Religion: Christianity	Discovery RE Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Discovery RE Theme: Special places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	
PE	Body movements	Obstacles	Ball skills	Gymnastics	Obstacles and ball skills	Races	
Events	Recycle Week World Space Week	Diwali 4 th Nov Outdoor Classroom Day 4 th Nov Bonfire Night 5 th Nov World Science Day 10 th Nov Remembrance Day 11 th Nov Children in Need 13 th Nov World Nursery Rhyme Week 15 th -19 th Nov Christmas Party Nativity Play Christmas Fair	Chinese New Year 1 st Feb RSPB Big Schools Bird Watch Safer Internet Day 8 th Feb Random Act of Kindness Week 14 th -20 th Feb Valentine's Day 14 th Feb Pancake Day 16 th Feb	World Wildlife Day 3 rd March World Book Day 3 rd March Red Nose Day 18 th March Holi 19 th March Mother's Day 27 th March	Eid 2 nd -3 rd May World Maths Day 5 th May World Bee Day 20 th May Queen's Platinum Jubilee 2 nd June (in hols)	Pride Month 1 st -30 th June World Ocean's Day 8 th June Healthy Eating Week Father's Day 19 th June World Music Day 21 st June Transition Sports Day	