

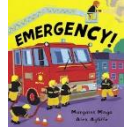

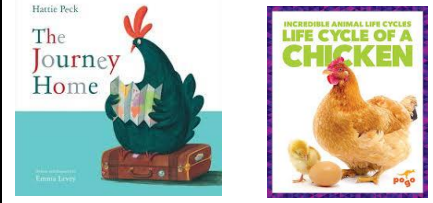


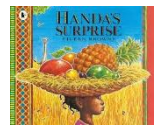


## Reception Curriculum Plan 2024-25

	Autumn		Spring		Summer	Summer
Theme	<p>‘All About Me’ (Science Fair)</p> <p>(Whole School focus- History/Locality)</p>  <p>PSHE links- <b>Friendships, sad, happy, lonely</b></p> <p><u>Author study:</u> Julia Donaldson rhyming stories.</p> <p>Children will sing a variety of traditional nursery rhymes at singing time throughout the year:</p> <p>Incey Wincey Spider</p> <p>Once I caught a fish alive</p> <p>Ring-a-ring o’roses</p> <p>Row, Row, Row your boat</p> <p>Twinkle Twinkle Little Star</p> <p>I hear Thunder</p> <p>Hickory Dickory Dock</p> <p>Baa Baa Black Sheep</p> <p>If your happy and you know it</p>	<p>‘What did they do for me?’ (Leaflet Drop)</p>  <p>PSHE links- <b>kindness/forgiveness</b></p> <p><u>Additional Text:</u></p> <p>‘Emergency!’- People who help us</p>  <p><i>(Understanding the World- Name and describe people who are familiar to them)</i></p> <p>Songs linked into our topic themes:</p> <p>Tooth brush song, linked to oral hygiene</p> <p>People who help us song linked to ‘Emergency’ Topic</p> <p>Hedgehog song, linked into seasons and hibernation</p>	<p>‘From Local to Global’ (Travel Agents)</p>  <p>PSHE Links- <b>happy/sad/lonely/friendships</b></p> <p><u>Author Study:</u> Eric Carle</p>	<p>‘Time Travellers’ (Performance – Horrible History style)</p>  <p>PSHE Links- <b>happy/sad/togetherness/courage /kindness/inclusive</b></p> <p><u>Author Study:</u> Jill Murphy</p>	<p>‘Show what you grow’ (Flower Show)</p>  <p>PSHE Links- <b>happy/sad/friendships</b></p> <p>Children will also learn the poem: ‘The Farmyard’ by AA Attwood, and perform to an audience.</p>	<p>‘Heal the World’ (Farmers Market)</p>  <p>PSHE Links- <b>sad/happy/resilience</b></p> <p><u>Transition-</u></p> <p>Handa’s Surprise</p>  <p><i>(Recognise some similarities and differences between life in this country and life in other countries.)</i></p>
Role Play Focus	<p>Home Role Play/ Introduce pets linking in with Hickory Dickory Dog/ Include babies linking in with All about us.</p> <p>Story telling with puppets</p>	<p>Home Corner- enhance with Diwlai/Christmas lists etc, Smyths Catalogue, Christmas stockings etc</p> <p>Roleplay- different occupations and enhancements</p> <p>Visitors- police/ Fire Brigade etc</p>	<p>Home Corner- Enhance with Chinese New Year</p> <p>Bear Caves- Making dens</p>	<p>Home Corner- Home Corner- enhance with Holiday time – lists, suitcase, clothes, eg, caps, hat, sunglasses</p> <p>(linked to Hattie Peck’s travels)</p> <p>Maps</p>	<p>Home Corner- Looking after the pets- reading and writing opportunities.</p> <p>Preparing the allotment area outside for growing flowers and veg.</p>	<p>Home Corner- Eco Warriors</p>

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		Maps- link to bike role play outside				
Literacy outcomes	<p>Read individual letters by saying the sound for them.</p> <p>Blend sounds into words, so that they read short words made up of known letter- sound correspondence- focusing on cv and cvc words.</p> <p>Recognising and writing own name. To use their name card to practise the correct letter formation.</p> <p>To sequence a story with beginning/middle/end.</p>	<p>Read individual letters by saying the sounds for them (<i>all phase 2</i>)</p> <p>Blend sounds into words, so that they read short words made up of known letter- sound correspondence.</p> <p>Read Phase 2 tricky words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences. (<i>Phonic based reading books</i>)</p> <p>Writing own name with the correct letter formation.</p> <p>To spell words by identifying the sounds and then writing the sound with the letter.</p> <p>To write a simple caption, eg, It is a...../The bus is red within guided writing session.</p> <p>Begin to label a picture.</p>	<p>To label a picture using phase 2 phonics- spell words by identifying the sounds and then writing the sound with the letters.</p> <p>To be able to write simple captions independently.</p> <p>To write a short sentence with known sound-letter correspondences using a capital letter and full stop.</p> <p>To begin to re-read what they have wrote.</p> <p>To orally re tell a story.</p> <p>To sequence the story with pictures, locating key events in stories.</p> <p>To be able to read a phonic appropriate book.</p>	<p>To label a picture using phase 2 and 3 phonics- spell words by identifying the sounds and then writing the sound with the letters.</p> <p>To write a short sentence with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have wrote.</p> <p>To orally re tell a story.</p> <p>To sequence the story with pictures.</p> <p>To be able to read a phonic appropriate book.</p>	<p>To orally recite and retell a familiar narrative/ poem.</p> <p>To use phonological awareness to decode and spell words plausibly and accurately.</p> <p>To express themselves effectively and creatively through a variety of different forms.</p> <p>To be able to form upper case and lower-case letters.</p> <p>To write 2 short sentences with words with known sound-letter correspondence using capital letters and a full stop.</p> <p>To read what they have wrote to check it makes sense.</p> <p>To be able to read a phonic appropriate book.</p> <p>Read phase 3 tricky words</p> <p>Begin to spell Phase 2 and 3 tricky words.</p>	<p><u>ELG:</u></p> <p><u>Writing</u></p> <p>To be able to write recognisable letters, which most are formed correctly.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p><u>Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by</p>

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		<p>Begins to form upper case and lower letters correctly.</p> <p>Begins to include capital letters and full stops.</p>				<p>retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
On-going	Reading (word level and whole class comprehension/ guided reading) Writing (transcription, Handwriting, composition, vocabulary, grammar and punctuation) Spoken Language/Talk Time					
<p>Numeracy</p> <p>(A focus will be on one number over a few weeks- looking at the number in its entirety)</p> <p><b>1st Class Number resources</b></p>	<p>Through Power Maths and additional resources, such as Number Blocks, the following skills will be taught:</p> <p><i>To develop 1:1 counting</i></p> <p><i>To understand numbers have to be counted in a certain order</i></p> <p><i>To understand the number represents the total of number of objects in that group</i></p> <p><i>Any objects or noises can be counted</i></p> <p><i>To understand that counting in a different order doesn't change the amount</i></p> <p><b>Order of learning:</b></p> <p>Sorting (during baseline)</p> <p>Numbers to 5</p>	<p>Comparing numbers within 5 (more/less/fewer/greater)</p> <p>Change within 5 ( 1less/1 more)</p> <p>Number bonds to 5 (ELG)</p> <p>Using narrative to tell a mathematical story.</p>	<p>2d and 3d shapes</p> <p>Numbers to 10</p> <p>Comparing numbers within 10</p>	<p>Number bonds to 10 (ELG)</p> <p>Subtraction</p> <p>Numerical patterns (ELG)</p>	<p>Numerical patterns (ELG)</p> <p>Counting on and counting back</p> <p>Numbers to 20</p>	<p>Measure (Length, height, weight)</p> <p>Exploring patterns</p> <p>Time</p>
On-going	Daily counting beyond 20.					
Understanding the World	<b>'All about me'- Focus during Baseline Assessment</b>	<b>'Occupations'</b> <i>Name and describe people who are familiar to them.</i>	<b>'From local to global'</b>	<b>'Time Travellers'</b> <i>Know some similarities and differences between things in the</i>	<b>'Show what you grow'</b> <i>To describe their immediate environment using knowledge from observations, discussions,</i>	<b>'Heal the World'</b> <i>To describe their immediate environment using knowledge from observations, discussions,</i>

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	<p>Ourselves-Talk about members of their family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past.</p>	<p>Know some similarities and differences between things in the past and now (ELG Past and Present)</p> <p><b>To promote oral health- Dentists</b></p> <p><b>Diwali 17<sup>th</sup> October 2025</b></p> <p>'Festival of Lights'- link in with Bonfire Night 5<sup>th</sup> November</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>Christmas 2025</b></p> <p>Plan a walk to the Church to link in with RE objectives.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>Chinese New Year- 29<sup>th</sup> January 2025</b></p> <p><b>The Year of the snake</b></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 where appropriate- maps. (ELG understanding the world)</p>	<p>past and now (ELG Past and Present)</p> <p><b>Holi- Monday 14<sup>th</sup> March 2025</b></p> <p><b>'Festival of Colour'</b></p> <p><b>Easter 20<sup>th</sup> April 2025</b></p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present ELG)</p>	<p>stories, non-fiction texts and maps (ELG People Culture and Communities)</p> <p>To learn how to look after our environment</p>	<p>stories, non-fiction texts and maps (ELG People Culture and Communities)</p> <p>To learn how to look after our environment</p>
Computing/ Technology	<p>Mouse control/Hand eye co-ordination</p> <p>Sock Puppets- app on ipad (turn taking and sharing)</p>	<p>Topmarks ICT games to enhance number recognition and counting</p> <p>Shadow puppets- To re-tell the Christmas Story</p>	<p>Puppet Pals- linked in with story telling/Story sequencing</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Class ipads/kindles in continuous provision for children to explore</p> <p>Pic collage-eg- enhance outdoor learning. Looking at changes in</p>	<p>Can complete a simple program on a computer or I pad</p> <p>Knows information can be retrieved on the computer</p> <p>To select and use technology for particular purposes</p> <p>2Go- directional programme</p>	<p>To select and use technology for particular purposes</p> <p>Chatterpix/Puppetpals/Pic collage</p>

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				the environment/ Eco Warrior group	Chatterpix/Pic collage- link in with story telling	
The Natural World	<p>Seasonal Change</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Forest Schools:</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map</p> <p>Draw maps- link in with the Naughty Bus.</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map- link in the Bear Hunt</p> <p>North/South Poles- ice/snow/</p> <p>5 Senses</p> <p>Habitats- bears, wildlife- squirrels, hedghogs</p>	<p>the environment/ Eco Warrior group</p> <p>Explore the natural world around them- Observe Daffodils growing</p> <p>Link to Spring- warmer weather.</p> <p>Animals coming out of hibernation- recap learning- bears/hedgehogs etc</p> <p>Observations of Spring</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Look at the life cycle of tomatoes- guided weekly activities (EY2P Planning)</p>	<p>Chatterpix/Pic collage- link in with story telling</p> <p><b>'Show what you grow'</b></p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p><b>Prepare allotment for planting- plant seeds – where do seeds come from?</b></p> <p>Life cycles</p>	<p><b>'Heal the World'</b></p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p>
Expressive Arts and Design. (Kapow units to be implemented for 2025)	<p><b>Artist: Mondrian</b></p> <p><b>Painting-</b> Recognise and name Primary Colours</p> <p>Mix and Match colours</p> <p>Paint on different surfaces</p>	<p><b>Artist: Andy Goldsworthy</b></p> <p><b>Printing-</b> Rubbing-leaf, brick, etc</p> <p>Create simple patterns by using objects</p> <p>Collage- autumn collage</p> <p>Forest art-</p>	<p><b>Artist: Matisse</b></p> <p>PAN ART:-</p>	<p><b>Artist: Indian Art</b></p> <p><b>(Link in with the Festival of Colour)-</b> Can they find the continent Asia?</p> <p>Indian Culture- Elephants/Celebrations- recap over Diwali. Introduce 'The Festival of Holi'</p>	<p><b>Artist: Picasso</b></p> <p><b>Drawing- observational drawings of fruits/veg/plants</b></p> <p>Use a variety of tools and medium to draw and add detail</p>	<p><b>Textiles-Weaving</b></p> <p>Making a basket. Can you design a basket for Handa to carry her fruit?</p>



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	<p><b>Artist- Matisse throughout the year....</b></p> <p><b>Start of with Collage.</b></p> <p>Look at different lines- use big chalks</p> <p><b>Music-</b> Introduce Yourself Singing (Hello song, updated nursery rhymes etc).</p> <p>Introducing musical instruments</p>	<p><b>Music-</b> 1st Christmas at Park Road</p>	<p><b>Music-</b></p> <p>Local Music: George Formby</p> <p>The ukulele – posture, string names and strumming.</p>	<p>Link with Diversity. Elmer the Elephant. How are we all different/same</p> <p>Buildings/Landmarks- Building block challenge- inside and outside</p> <p>Mendhi Patterns</p> <p><b>Sculpture-</b> using malleable materials such as Clay – Forest art</p> <p><b>Music-</b>Rhythm in music Konnakol and rhythm skills with an application to percussion instruments. Also using the iPad to create drum parts.</p>	<p><b>Music-</b> Nature in music The Pastoral Symphony, the Four Seasons and</p> <p>Peter and The Wolf</p>	<p><b>Music-</b> Whole school topic Joint project resulting in a performance, recording or art and music display (topic to change each year)</p>
<p>PSED:</p> <p>My Happy Minds:</p>	<p><b>Meet Your Brian</b></p> <p>Demonstrates Friendly behaviour initiating conversations and forming good relationships with peers and familiar adults.</p> <p>Shows confidence in asking adults for help</p> <p>Can usually adapt behaviour to different events , social situations and changes in routine</p>	<p><b>Celebrate</b></p> <p>Initiates conversation attends to and takes account of what they say, eg Barnaby’s bear</p> <p>Confident to speak to others about own needs, wants, interest and opinions</p> <p>Can describe their selves in positive terms and talk about abilities, eg, link to occupations- what do they want to be when they grow up</p>	<p><b>Appreciate</b></p> <p><i>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher (Speaking ELG)</i></p> <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.(Managing Self ELG)</i></p> <p><i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (Self-Regulation ELG)</i></p>	<p><b>Relate</b></p> <p>Take steps to resolve conflicts with other children</p> <p><i>Participate in a small group, class and one to one discussions, offering their ideas, using recently introduced vocabulary (Speaking ELG)</i></p> <p><i>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self – Regulation ELG)</i></p>	<p><b>Engage</b></p> <p><i>Work and play co-operatively and take turns with others</i></p> <p><i>Form positive attachments to adults and friendships with peers</i></p> <p><i>Show sensitivity to their own and to other’s needs. (Building Relationships ELG)</i></p> <p><i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods (Managing Self ELG)</i></p>	<p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. (Self-Regulation ELG)</i></p>

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Key Question – RE syllabus	<b>Special times: How and why do we celebrate? What times are special to different people and why?</b>  Local Church visit – Christmas story (with Y1)		<b>Special stories: Why are some stories special? What special messages can we learn from stories?</b>		<b>Special places: What buildings and places are special different people? OR What is special about our world?</b>	
Physical Development	Move freely in a range of ways  Uses one handed tools effectively, eg, scissors  Develop correct pencil grip  Dress/undress without help  <b>Fundamental skills</b>  <b>Real PE Unit 1 (Personal)</b> FUNS: 10 - Coordination (floor movement patterns)  1 - Static balance	Move freely in a range of ways  Uses one handed tools effectively, eg scissors  Develop correct pencil grip  Dress/undress without help  <b>Fundamental skills</b>  <b>Real PE Unit 2 (Social)</b> FUNS: 6 - Dynamic balance  7 - Counter balance in pairs	Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence.  They will use a pencil grip to form recognisable letters.  <b>Dance (Creative steps - Seasons)</b> Expressive arts and design.  <b>Real PE Unit 3 (Cognitive)</b> FUNS: 5 - Dynamic balance  4 - Static balance	Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence.  They will use a pencil grip to form recognisable letters.  <b>Ball skills</b> (Invasion games) Participate in team games, simple tactics for attacking and defending. <b>Real PE Unit 6 (Health and fitness)</b> FUNS: 11 - Agility - ball chasing  3 - Static balance	Hop and skip in time to music  Use a correct pencil grip  Talk about ways to keep healthy  <b>Gymnastics</b> <b>Real PE Unit 4 (Creative)</b> FUNS: 9 - Coordination - ball skills  2 - Static balance - seated	Hop and skip in time to music  Use a correct pencil grip  Talk about ways to keep healthy  <b>Athletics</b> (Track and field) Develop agility, coordination, strength, technique and fitness, running, throwing and jumping.  <b>Real PE Unit 5 (Applying physical skills)</b> FUNS: 8 - Coordination with equipment 12 - Agility (Reaction/response)
MFL	Comptines et Chansons		Le Transport		Les Salutations	
French	Nursery Rhymes EYFS/KS1 Starting Off		Transport EYFS/KS1 Starting Off		Greetings EYFS/KS1 Starting Off	