Reception Long Term Curriculum Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Confident Readers** | **Numeracy** | **Effective Communicator** | **Creativity** | **Social Skills** | **Thinking Skills** |
| Phonics – has to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge.  KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis.  Foster a love of reading  Opportunities to choose their own books using the school library and change them when they have been read.  Engage in shared/whole class reading every day.  Take part in Guided Reading every week including comprehension questions.  Use a working wall and displays to promote and demonstrate a range of literature. | Mental Maths and times tables– to be taught and strategies practised every day.  Open –ended problem solving to take place every fortnight to develop investigative, reasoning and logical skills.  Use a working wall to demonstrate strategies and show the more able the next step in their learning. Opportunities to use maths in the real world including the outdoor environment.  When appropriate, children should have access to equipment and this should be interactive.  Children should be able to verbalise the methods and strategies that they are using. | Y1-6 – ‘Big Write’ every fortnight on a Friday. Writing title to go home the Friday prior to be planned by pupils and put on the website with example targets.  EYFS – the Big Talk and the Big Write in the summer term.  Take part in Guided Writing once a fortnight.  Levelled writing to take place once a term to inform pupils and teachers about their standard of writing and how it can be improved.  An opportunity to edit pieces of writing with a partner or as an individual.  To write for different purposes and audiences in a range of formats.  Weekly Spelling tests in KS2 (in Y3 once letter and sounds are completed) on a Friday and the children need to be informed of their results.  Handwriting linked to spellings and use of the scheme.  To access speaking and listening through role play and drama.  To communicate in different situations and to understand the process of presentation. | Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.  Provide the correct stimulus to engage the children.  Create a culture where everyone’s ideas are accepted, respected and developed.  Children to have the opportunity to engage in outdoor learning.  Open ended, challenging and practical tasks. | To respect the opinion and feelings of others.  To work as a team and be able to share with and support each other.  To understand different social situations and adapt.  To help others.  To always use their manners.  Opportunity for all children to be able to share their work and celebrate their success | To encourage and develop independent thinking  To ‘have a go’ and not fear failure.  To develop questioning and answering skills.  To retain and build on previous knowledge. |

Reception Curriculum & Skills Coverage

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| CORE TEXTS | The Colour Monster | Stick Man | The Naughty Bus | Jasper’s Beanstalk | Supertato The Gingerbread  Man | |
| LITERACY Reading & Comprehension | Segmenting/ Rhyming/ Alliteration  Features of a book | Phase 2 & blending | Phase 3 & reading simple sentences | Phase 3+ & reading simple sentences  Non Fiction Books | Phase 3+ & reading sentences using phase 3 sounds | Becoming a confident reader  Recipes  Instructions |
| LITERACY Writing | Name practising /  Distinguishing between marks /  Emergent writing | Chop & write CVC words  / Talk for writing | Breaking flow of speech into words /  To orally compose sentences | Labelling /  Writing different texts for a purpose | Sentence formations | Punctuation |
| MATHEMATICS  Number | Matching & Sorting  /Comparing amounts | Representing, comparing and composition of numbers to 5 | Growing 6,7,8  Making pairs / Combining 2 groups | Building 9 & 10  Number bonds to 10 | Building numbers beyond 10  Adding / taking away  Counting patterns | Doubling / Sharing  Even & Odd |
| MATHEMATICS  Numerical Patterns | Comparing size, mass & capacity / Patterns | 2d shapes  Positional language / Time | Length & Height | 3d shapes / patterns | Spatial Reasoning | Spatial Reasoning  / Consolidation |
| LISTENING, ATTENTION & UNDERSTANDING | Listening games | Building on attention | Ability to respond / make relevant comments / Articulate ideas | Develop purposeful conversations | Questions in a range of contexts | Respond and answer questions |
| SPEAKING | Speaking clearly / Songs & rhymes Show & Tell | Expressing ideas about feelings and experiences | Developing questioning | Uses tenses | Reasoning & offering explanations | Narratives |
| UTW People, Culture & Communities  Global Neighbours | *Class charity*  *Communication* | Christmas celebrations  Respect/ Describe | *Chinese New Year* / Mapping  Mapping/ enquiry | / | / | Preparing for Year 1 / Mapping  Mapping/ Fieldwork |
| UTW The Natural World | Our Bodies  Autumn  Describe / vocabulary | Senses  Winter  Explore/ observe | Materials / Floating & Sinking  Questioning/ explain/ test | New life / Life cycles / Spring  Equipment and measures | Plants  Record/ Describe | Animals  Summer  Research/ compare |
| UTW Past & Present | Our Families  Describe | Bonfire night  communication | / | When I was a baby…  Recall/ chronology | / | / |
| RE | I am special/ Harvest | Special People/ Christmas | Stories Jesus Heard/ Stories Jesus told | Easter | Friendship/ Special places | Prayer/ Special times |
| EA&D Creating with materials | Exploring art processes & techniques / Self portraits  Art processes and techniques | Design & make Christmas Decorations / Christmas Art  Design/ make | Exploring colour & texture /  Colour mixing  Aesthetic Awareness | Observational Art / Artists  Observational/ physical skill | Using tools & equipment / Constructing & joining materials  Explore/ Evaluate | Printing / Baking  Tools and equipment/ safety |
| EA&D Being imaginative & expressive | Ring games / Number songs  Singing | Christmas show / songs  Experiment/ recreate | Musical instruments  Making Music/ perform | High / low sounds  Making music | Matching movements to music  Movement | Beat / Tempo  Communication/ Expression |
| PE / GROSS MOTOR | Fundamental skills / Body strength / Co-ordination | Fundamental skills / Apparatus /  Movement of body parts | Dance / Co-ordination | Spatial awareness / different ways of moving / using equipment | Gymnastics / ways of travelling | Gymnastics / using body parts to travel |
| FINE MOTOR | Movement of body parts / Strength  Lines / Patterns | Pencil grip / Manipulate and Control / Drawing | Use tools safely & competently | Letter formation | Control of writing equipment | / |
| PSED | Caring & respectful relationships | Mental well-being & Physical health | Internet safety /  Road Safety | Families & People who care for me / Being Safe | Health Education | Living in the wider world / Preparing for Year 1 |
| VISITORS | / | Vicar | Musicians | Mr Owens – Planting /  People who help us | / | Meeting New Teacher |

Throughout the curriculum children’s interests, community and school events will be facilitated.