


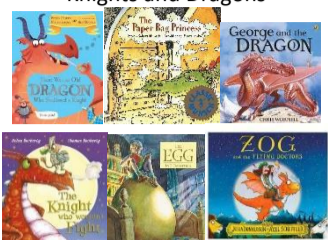



Reception Curriculum Long Term Planning Grid – Year A

	Theme 1 2 nd Sept – 24 th Oct (7 weeks)	Theme 2 3 rd Nov – 19 th Dec (6 weeks)	Theme 3 6 th Jan – 20 th Feb (6 weeks)	Theme 4 2 nd March – 2 nd April (4 weeks) 20 th April – 22 nd May (4 weeks)	Theme 5 1 st June – 17 th July (6 weeks)
Key Texts	Superheroes 	Space 	Dinosaurs 	Knights and Dragons 	Transport 
Links to Rights Articles & Global Goals (GG)	Articles 1, 2, 3, 4, 6, 7, 8, 19, 27, 28, 31, 32, 37 GG 1,2, 3, 4, 5, 6, 9, 10, 12	Articles 1, 13, 17, 27, 28, 29, 30, 31, GG 6, 7, 8, 9, 11, 12, 15,17	Articles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 18, 19, 28, 29, 30, 31, 32 GG 3, 5, 10, 13, 14, 16, 17	Articles 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 18, 19, 28, 29, 30, 31, 32 GG 3, 5, 10, 13, 14, 16, 17	Articles 1, 2, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 22, 24, 29, 30, 31 GG 3, 5, 10, 16, 17
Key Dates/Events	Beginning of Autumn – 22 nd Sept Harvest Black History Month - Oct Diwali – 20 th Oct	All Saints – 1 st Nov Bonfire Night – 5 th Nov Remembrance – 9 th Nov World Kindness Day – 13 th Nov St. Andrew’s Day - 30 th Nov Advent/Christmas – 1 st Dec Beginning of Winter – 21 st Dec	Chinese New Year – 17 th Feb – 3 rd March Pancake Day – 17 th Feb Lent/Easter – 18 th Feb Valentine’s Day – 14 th Feb St. David’s Day – 1 st March World Book Day – 5 th March Int Women’s Day – 8 th March Science Week – 6 th – 15 th March Mother’s Day – 15 th March St. Patrick’s Day – 17 th March Beginning of Spring – 20 th March	Earth Day – 22 nd April St. George’s Day – 23 rd April VE Day – 8 th May Ascension – 14 th May Pentecost – 24 th May Eid – 27 th May	Pride Month – June Environment Day – 5 th June World Oceans Day – 8 th June Father’s Day – 21 st June Beginning of Summer – 21 st June National Writing Day – 23 rd June
RE	Myself Judaism Collective Worship	Birthday Celebrating Collective Worship	Gathering Growing Collective Worship	Good News Islam Collective Worship	Friends God’s Wonderful World Collective Worship
Communication & Language	Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases	Continue to develop listening skills to work on responses to questions. Continue to develop social phrases. Contributes relevant comments in discussions. Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail	Express their own point of view Use talk to help work out problems and organise thinking and activities. Engage in non-fiction books (castles theme). Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Connect one idea or action to another using a range of connectives.	Using talk to organise themselves and their play Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
	Engage in story times	Learn new vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day	Learn rhymes, poems, and songs.	Use new vocabulary in
Personal, Social, emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Continue to develop understanding of emotions to influence behaviours Begin to develop a sense of resilience when taking part in an activity.	Independently selecting and use activities and resources Increasingly follow and understand the importance of rules Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Extending and elaborating play ideas Think about the perspectives of others. Manage their own needs. Give focused 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. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>				
Physical Development	Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Can climb over, under and through obstacles, e.g., climbing frame and large construction obstacle courses. Uses large construction to build.	Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Increasingly able and remember sequences or patterns of movements. Know and talk 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 safe pedestrian. Combine different movements with ease and fluency	Independently meet their own care needs. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.				

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	Develop overall body-strength, balance, co-ordination, and agility				
Literacy	<p>Read individual letters by saying the sounds for them. Practise writing first names. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identify initial sounds.</p> <p>Practise letter formation of GPCs learnt.</p>	<p>Attempts to use a tripod grip with some consistency.</p> <p>Begin to write second names and use capital letters</p> <p>Continue to listen attentively to stories and engage in role play activities to retell a story</p> <p>Use phonics knowledge to write phrase 2 words.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read many phases 2 and 3 common exception (tricky) words matched to Little Wandle. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (Little Wandle books matched to phonic ability).</p> <p>Write short, simple sentences using known phase 2 and 3 sounds. Begin to leave spaces between words.</p>	<p>Continue to read a range of phase 3 Little Wandle books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Become more consistent in the use of finger spaces between words in short sentences, add full stops at the end.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Begin to use 'and' to join two simple sentences together.</p>
	<p>Nursery Rhymes – If you're happy and you know it Days of the week Monday's Child Polly put the kettle on The Animal Fair Dingle, Dangle Scarecrow Five Little Men in a Flying Saucer</p> <p>Phonics Phase 2</p>	<p>Nursery Rhymes – The Muffin Man Ten in the Bed Hey Diddle Diddle 10 Green Bottles Five Little Snowmen Sing a Song of Sixpence Old King Cole</p> <p>Phonics Phase 2/3</p>	<p>Nursery Rhymes – ABC song This Old Man There was an old woman who swallowed a fly... Ride a Cock Horse... Mary had a little lamb The Grand Old Duke of York</p> <p>Phonics Phase 3</p>	<p>Nursery Rhymes – Mary, Mary Quite Contrary Pease Porridge Hot Here is a Beehive Hokey Cokey London Bridge Little Miss Muffet Down in the Jungle</p> <p>Phonics Phase 4</p>	<p>Nursery Rhymes – I had a little nut tree Oranges and Lemons 5 Little Monkeys swinging in the tree The Queen of Hearts Apples and Bananas My Bonnie lies over the ocean Bobby Shaftoe BINGO</p> <p>Phonics Phase 4</p>
Mathematics	<p>Mastery in Number White Rose Maths</p> <p>Counting Matching, Sorting & Comparing Numbers 1-5</p>	<p>Mastery in Number White Rose Maths</p> <p>Numbers 1-5 Shape Early Doubling</p>	<p>Mastery in Number White Rose Maths</p> <p>Numbers 1-10 Matching: sorting & comparing Money Time Shape Early doubling Sharing</p>	<p>Mastery in Number White Rose Maths</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing</p>	<p>Mastery in Number White Rose Maths</p> <p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing</p>
	<p>Talk about the world around and the people are places that are familiar including people in the community – firefighters, police, doctors/nurses etc</p> <p>Explore the natural world and talk about the changes they see e.g., summer to autumn – planting bulbs for spring</p> <p>Talk about families and recognise the differences between the families of other children</p>	<p>Listen carefully to stories about different places and begin to recognise that different places have different features, e.g., different countries, space/planets.</p> <p>Recognise the difference between day and night, sun/moon, day length etc.</p> <p>Notice and observe seasonal changes e.g., autumn to winter.</p> <p>Understand the difference between past and present and build up knowledge of key historical events through topics, stories and community events, e.g., Bonfire Night, Remembrance.</p>	<p>Continue to notice, observe and describe the changes to the seasons – spring signs of new life.</p> <p>Talk about some significant events from the past and recognise how things were different in the past.</p> <p>Recognise events from their own past e.g., when they were a toddler.</p> <p>Have confidence in talking about events from the past e.g., when dinosaurs were around.</p>	<p>Continue to develop understanding of significant historical events and understanding of how life was different in the past.</p> <p>Understand and use some vocabulary relating to knights and castles.</p> <p>Continue to observe and comment on the changes to the seasons – spring in full bloom.</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> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Recognise how we adapt to the changing seasons e.g., summer clothes, sun cream etc. Planting summer bedding plants.</p> <p>Look at maps and recognise how they show a journey, create maps and follow in local environment. Recognise different modes of transport and describe.</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>				
Expressive Arts & Design	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Develop storylines in their pretend play. Rehearses for, and performs in, the nativity play. Moves in response to music. Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p>	<p>Further develop their ability to build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Use a range of materials to create pictures and models e.g., clay, salt dough.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Create collaboratively sharing ideas, resources, and skills.</p>
RSE (TenTen)	<ul style="list-style-type: none"> ● Story Sessions: Handmade With Love ● I Am Me ● Heads, Shoulders, Knees and Toes ● Ready Teddy? <p>My Happy Mind Module 1 – 'Meet Your Brain'</p>	<ul style="list-style-type: none"> ● I Like, You Like, We All Like! ● All The Feelings! ● Let's Get Real ● Growing Up ● New People, New Places <p>My Happy Mind</p>	<ul style="list-style-type: none"> ● Role Model ● Who's Who? ● You've Got A Friend in Me ● Forever Friends ● What is the Internet? ● Playing Online <p>My Happy Mind Module 3 – 'Appreciate'</p>	<ul style="list-style-type: none"> ● Safe Inside and Out ● My Body, My Rules ● Feeling Poorly ● People Who Help Us <p>My Happy Mind Module 4 – 'Relate'</p>	<ul style="list-style-type: none"> ● God is Love ● Loving God, Loving Others ● Me, You, Us ● When I Grow Up... ● 'Money Doesn't Grow On Trees' <p>My Happy Mind Module 5 – 'Engage'</p>

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		Module 2 – ‘Celebrate’			
SMSC	<p>Cultural: Developing an awareness of our own culture. Developing an awareness of different cultures. UK Parliament Week Remembrance Day Diwali St. Andrew’s Day Guy Fawkes Night</p>		<p>Cultural: Developing an awareness of different cultures. Chinese New Year St. David’s/Patrick’s Day</p>		<p>Cultural: Developing interest and enthusiasm in our British culture VE Day St. George’s Day</p>
	<p>Moral/Social: The EYFS curriculum and the school behaviour policy develops children’s moral code. Promote right and wrong and ways to promote choosing the right path. Promote a safe environment for children to talk freely and openly about their feelings, emotions and fears and how we can deal with them appropriately. Right and wrong is discussed regularly to provide children with examples and models of good choices. International Women’s Day Earth Day Global Recycling World Wildlife Day</p>				
	<p>Spiritual: EYFS curriculum develops, supports and promotes a sense of enjoyment and fascination in learning about the world around them. Developing an awareness of children’s own beliefs Developing respect and an understanding of empathy for all.</p>				