

Reception Year Long Term Curriculum Planning, Lockington CE VC Primary School (Sept 2015)

	Cycle A			Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Christian Values	Friendship	Perseverance	Creativity	Courage	Hope	Respect and Reverence
Possible themes	Journeys, Outer Space (journeys), Celebrations, Great Fire of London, Harvest, The Little Red Hen, Seasonal Changes, every day materials, staying safe, diversity, enterprise week.	Cold, Cold, Cold/Hot, Hot, Hot (climate) Oceans and Seas, Easter, Mother's Day, Pirates, Explorers, Monarchs, Animals including Humans, Chinese New Year, people who help us, traditional stories/poems. World Book Day. Easter.	Holidays, Seaside, Plants, Seasonal changes, weather, people who help us, traditional stories/poems. Father's Day. Lockington Show.	All about me/diversity, Changes within living memory (food and farming), fantasy stories, familiar setting stories, The Sound Collector, enterprise week.	Traditional stories/poems, bird watching, animals, Easter, Mother's Day, Pirates, Animals including Humans, Chinese New Year, people who help us, famous authors, rainforests. World Book Day. Easter.	Castles, weather, seasons, monarchs, kites, school games day, plants, people who help us, Fairy tales. Father's Day. Lockington Show
Possible role play area	Celebration area, Space station, breakfast club with food from diverse cultures, Farm Shop, Restaurant, Santa's workshop, building site, DIY shop, fire station, bus station, airport...	Boat, ship, under the sea, hot climates e.g. desert/rainforest, doctor's surgery, bird watching station, vets, zoo, pirate ship, pet shop, hospital...	Holiday shop, seaside shop, weather station, poetry corner, travel agency, ice-cream parlour airport...	Breakfast club with food from diverse cultures, Sounds, Farm Shop, Restaurant, Santa's workshop, building site, DIY shop, fire station, bus station, airport...	Rainforest/rainforest, pirate ship, bird watching station, vets, zoo, pet shop...	Castle/cottage, fairy tales, people who help us e.g. garage ...
Possible visits/activities	Journeys e.g. school/village walk, prepare for celebrations, make charity Christmas boxes, church, building site, DIY shop, food shop, fire engine...	Nature walk, farm visit, RSPCA visit, bird watching, mini-beast observation, butterflies, visit surgery or vets, library/librarian, author, church...	Picnic, visit seaside, weather forecasting, ice-cream parlour	Prepare for celebrations, make charity Christmas boxes	Nature walk, farm visit, RSPCA visit, bird watching, mini-beast observation, church, butterflies, visit surgery or vets, library/librarian, author, church...	Visit a castle (e.g. York), fly kites, and grow plants, visits from people who help us...

Themes will be developed to suit the interests of the children where possible. The same objectives can be taught through a variety of topics. All themes are suggestions linked to the work of the Y1/2 children and may change depending upon their interests and knowledge. (JC 2015)

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	Personal, Social and Emotional Development	SEAL: New beginnings. Classroom routines and rules; Support with making friends. Staying Safe: classroom risk assessment.	SEAL: Getting on and falling out. Managing feelings e.g. anger. Staying safe: bonfire night.	SEAL: Going for goals. Board games: taking turns, inventing own games with rules	SEAL: Good to be me. Facial expressions.	SEAL: Relationships. Being a class family, working as a team to help each other learn.	SEAL: Changes. Transition to Y1 and new starter visits: How could they help next year's reception pupils?
		<u>Early Learning Goals</u> <ul style="list-style-type: none"> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. 					
	Physical Development	Pencil Control: following patterns cutting patterns; air writing. Managing personal hygiene; buttons, zips and shoes. Dance, games (inc. parachute).	Pencil Control: letter formation (s,a,t,p,i,n). Magic pencil (air writing). Healthy eating. Games and dance.	Pencil control: letter formation (i,j,l,t)(b,h,k) and Phase 2 phonemes. Moving and handling safely. Games and gymnastics.	Pencil control: letter formation (c,a,d,o,g,q) and Phase 3 phonemes. Hula hooping; throwing and catching. Healthy eating. Dance and athletics	Pencil control: letter formation (n,m,p,r) (u,v,w,y) and Phase 4 phonemes. Outdoor and adventurous activities. Games.	Pencil Control: (f,s,e,z,x) Sun safety. School Games Day practise. Athletics.
	<p align="center">Nelson handwriting scheme: focus on correct letter formation. Outdoor provision and PE.</p> <u>Early Learning Goals</u> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 						
	Communication and Language	<p>Throughout the year children will: Learn to speak with confidence during circle times/carpet times; Learn to listen and respond appropriately with relevant comments, questions and actions; Use appropriate story language to re-enact/retell simple and familiar stories; Learn new vocabulary related to topics</p> <u>Early Learning Goals</u> <ul style="list-style-type: none"> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas/actions. They answer 'how' and 'why' questions about their experiences and in response to stories/events. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas	Literacy	Recognising own name; learning to continue a rhyming string; how to hold a book; telling stories through pictures. Phase 1: satpin	Difference between fiction and non-fiction; Sequencing pictures from familiar stories; Christmas cards, letters to Santa. Reading scheme. Phase 2	Visual literacy; Card writing; Non-fiction: contents, index. Phase 3	Re-ordering stories; story mapping; Story boards; Posters; Phase 3/4	Instructional writing; Using non-fiction books to find answers to questions; make a group fiction book; Phase 3/4	Poetry, messages, favourite memories of reception Phase 3/4
	Throughout the year topics will be led by big books/story time every day. Phonics sessions will take place daily. Pupils will be taught through shared, guided and learning environment writing, including early writing, name writing, lists, letters, cards and writing linked to phonic activities. CVC and simple sentence writing will be expected by the last term.						
	<u>Reading non-negotiables:</u>				<u>Writing non-negotiables:</u>		
	<ul style="list-style-type: none"> • Read some common, irregular words • Identify rhymes and alliteration • Join in with rhyming patterns • Read and understand simple sentences • Demonstrating understanding when talking to others about their read • Make basic predictions • Identify the start and end of a sentence 				<ul style="list-style-type: none"> • Write simple sentences that can be read by themselves and others • Write name (correct upper and lower case) • Use capital letters and full stops to demarcate sentences • Write clearly demarcated sentences • Correct pencil grip • Correct letter formation for familiar words 		
	<u>Early Learning Goals</u>						
<ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 							
Mathematics	Counting rhymes, counting aloud 1-10 and back, number recognition, 1:1 correspondence when counting objects, place value, pattern making and 2D shapes	Addition using fingers, finding one more than, one less than, counting to 20 and back, 2D shapes, ordering numbers 1-10, place value, position.	Teen numbers, addition and subtraction using fingers and number line, count to 30, counting in 10s, place value, measuring language, Capacity (potions)	Number bonds to 10, addition and subtraction using number line and counting in head, 3D shapes, Count to 50. Measuring language, weighing.	Positional language – bee bot, using the 100 square, counting to 100, Counting in 2's, Odd/even numbers, place value. Money – coin recognition. Time, sharing.	Representing data, bar charts using simple software, tally charts; Counting in 5s, money – simple addition and subtraction. Doubling and halving, patterns and symmetry. Distance/position	
	Abacus mathematics scheme						
	<u>Mathematics non-negotiables:</u>						
<ul style="list-style-type: none"> • Count reliably to 20 • Order numbers 1-20 • Say 1 more/less than 20 • Add and subtract two single digit numbers 							

	<u>Early Learning Goals</u> <ul style="list-style-type: none"> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 					
Understanding the world	Introduction to computers: logging in and navigating programmes. Celebrations and Journeys (Cycle A); materials, Animals (Cycle B); similarities and differences between ourselves and others. Material changes: forces/mixing.	Using computers to create firework pictures. Diwali (Festival of Light); Animals'. Sounds: describing. Light: light comes from various sources.	IT: use of CD player. Shrove Tuesday. Chinese New Year. Features of environments Animals: look different at different ages (Cycle A), past and present events within living memory. Caring for living things/environment. Health: medicines can help if we are ill.	Using a computer keyboard Lifecycle of a butterfly, habitats.	Using beebot software; Similarities and differences between living things. Health: we need food/exercise to keep us healthy.	Photography; Plants: compare, identify features, eventually die; Similarities and differences between places/environments. Forces: movement, push, pull, twist, speeding up, slowing down.
RE	<u>Early Learning Goals</u> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 					
	Harvest Old Testament Stories	Advent, Christmas Baptism	New Testament Stories Epiphany	Lent Easter	Jesus world	Prayers
Expressive arts and design	Mixed media/celebration 3D object design, make and evaluate (Cycle A) OR Self-portrait and photography (Cycle B); Hey You (Cycle A) OR Hands, Feet, Heart (Cycle B); Harvest Festival; Christmas Production, Christmas Cards.		Clay sculpture and art inspired from around the world (Cycle A) or Famous artists (Cycle B), Cooking/baking. In the Groove and Rhythm in the Way (Cycle A) OR Glockenspiel Stage 1 and Zoo time (Cycle B); Easter Service; Mother's Day Cards and Party.		Collage (Cycle A) or watercolours/observational drawings (Cycle B). Colour mixing. Sewing. Round and Round (Cycle A) or I Wanna Play in a Band (Cycle B); Reflect, Rewind and Replay. Little Big Sing. Father's Day Cards. Lockington Show entries.	
	<u>Early Learning Goals</u> <ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 					

