

Reception Long-Term Plan

Curriculum Map



This is a working document and highlights the main topic for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term we focus our time on developing the children's confidence in the setting and with their peers. We link activities to starter themes (see below), stories, and the children's interests and encourage quality discussion and questioning in order to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	All about me Autumn / Harvest	Festivals and Celebrations	In the Woods / Fairy Tales Winter	People Who Help Us	On the Farm (Growing)	Marvellous Minibeasts
Stimulus / Books	Pumpkin Soup Ouch! Leaf Trouble! After The Storm Oliver's Vegetables	Remember Remember The Fifth of November Fireworks – Ebook Light festival books The Owl who was afraid of the dark Owl Babies Lighting a Light The Jolly Postman Donkey's First Christmas	Stick Man We're Going on a Bear Hunt The Gruffalo The Foggy foggy forest Bog Baby The Three Little Pigs Little Red Riding Hood Lost and Found	The train ride Tough Trucks Mog at the Vets Cops and Robbers Flashing Fire Engines	Meg's Veg The Little Red Hen Farmer Duck The Tiny Seeds The Enormous Turnip Rosie's Walk Jack and the Beanstalk Non-Fiction Books – Bean Diary	The Very Hungry Caterpillar Super Worm Aargh Spider! Tadpole's Promise The Teeny Weeny Tadpole Growing Frogs What the Ladybird heard Non-fiction books Frogs /
Key Experiences	Home Corner Role Play Meet our new friends and teachers	Post Office Role Play Whole School Nativity	Forest School – School Woodland	Emergency Services Role Play Fire Engine Visit	Farm Shop Role Play Living Eggs – Chicks Hall Hill Farm Visit Growing / School Garden	Role Play Area: Mini-beast Investigation Lab Caterpillars Tadpoles Growing / School Garden

Personal, Social and Emotional Development	SEAL: New Beginnings Lola Listening Leopard Activities Classroom Routines and rules Forming positive relationships with peers and adults - Support children in making friends	SEAL: Getting on and falling out Lola Listening Leopard Activities How to deal with anger, e.g. when someone has taken a toy. Bonfire Night Safety	SEAL: Going for Goals Lola Listening Leopard Activities Turn taking – board games	SEAL: Good to be Me Lola Listening Leopard Activities Feelings – looking at facial expressions	SEAL: Relationships Lola Listening Leopard Activities Kim’s Game / Memory games	SEAL: Changes Transition in to Year 1
Physical Development	<ul style="list-style-type: none"> • Development of Fine Motor Skills, pencil grip and control, cutting skills. • Handles Tools and Equipment Safely. • Development of Gross Motor Skills through a range of activities in PE / outdoor sessions. • Wheel Education – Balance Bikes. • Understands the importance of a healthy diet, sleep, hygiene and exercise. • Puts on coat independently. 		<ul style="list-style-type: none"> • Development of Fine Motor Skills, pencil grip and control, cutting skills. • Handles Tools and Equipment Safely. • Development of Gross Motor Skills through a range of activities in PE / outdoor sessions. • Wheel Education – Pedal Bikes • Manages hygiene independently. • Dresses and undresses independently, including changing for PE and putting on/off outdoor clothing. 		<ul style="list-style-type: none"> • Development of Fine Motor Skills, pencil grip and control, cutting skills. • Handles Tools and Equipment Safely. • Development of Gross Motor Skills through a range of activities in PE / outdoor sessions. • Wheel Education – Pedal Bikes • Manages hygiene independently. • Dresses and undresses independently, including changing for PE and putting on/off outdoor clothing. 	
Communication and Language	<p style="text-align: center;"><i>Throughout the year children will:</i></p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times. • Learn to listen and respond appropriately with relevant comments, questions or actions. <ul style="list-style-type: none"> • Use appropriate story language to re-enact/retell simple and family stories. • Take part in helicopter stories – retelling their own stories and bringing them to life through acting them out. <ul style="list-style-type: none"> • Learn new vocabulary relating to topics. 					
Literacy – Reading	Continuing a rhyming string, recognising own name, initial sounds in words, oral segmenting and blending of words through teaching of RWI. Teaching of single sounds - Read, Write Inc. Phonics Programme Introduction of home readers – RWI cvc books. Talking about the books we have read	Decoding of simple words, continuing a rhyming string, talking about the books we have read. Teaching of single sounds - Read, Write Inc. Phonics Programme Introduction of readers – introduce scheme books (book bag books – red/green)	Reading sentences using phonic decoding strategies learnt through RWI, reading red words (tricky words), showing preferences for books, talking about why we like/dislike a books Home readers – book bag books			

Literacy - Writing		Throughout the year children will be taught through shared, guided and learning environment writing, this will include early writing, name writing, lists, letters, cards and writing linked to phonic activities, as the year progresses children will be expected to write cvc, cvcc, ccvc words and simple sentence writing will be expected in the last term.					
Maths – Number / Shape, Space, Measure		White Rose Maths / Power Maths / Teaching of Number through Numberblocks (NCTEM) - Numbers to 10 (see separate plan)					
Understanding the World	The World	Show an interest in the lives of people familiar to them – getting to know our new class friends.	Talk about celebrations and special times for themselves and their families	Chinese New Year	Show an interest in different occupations and ways of life	Show care and concern for living things – chicks / growing Observe and discuss change over time – Growing	Observe and discuss change over time – Caterpillars / Tadpoles
	Technology	Everyday uses of technology at school and at home. Using simple programs and software on computers and Ipads. Drawing program on Interactive Whiteboard E-safety – Smartie the Penguin Computers – Basic skills and mouse control		Using simple programs and software on computers and Ipads. Beebots – using programmable toys E-safety – Smartie the Penguin		Using paint programmes on IWB / computers Beebots – using programmable toys Selecting appropriate programmes independently for particular purpose E-safety – Smartie the Penguin	
Expressive Arts and Design	Exploring Media and Materials	Art <ul style="list-style-type: none"> • Colour mixing • Creating representations of self and others. • Choosing and using colours appropriately. • Combining Materials • Creating Textures • Adapting work where necessary. Design and Technology <ul style="list-style-type: none"> • Using appropriate tools for purpose. • Exploring construction materials. Music and Dance <ul style="list-style-type: none"> • Singing a range of songs and performing actions. • Explore the sounds of different instruments and exploring body movements. 		Art <ul style="list-style-type: none"> • Creating different textures • Exploring pattern and colour • Combining media to create different effects. • Adapting work where necessary. Design and Technology <ul style="list-style-type: none"> • Using simple tools effectively. • Joining materials using a range of equipment. Music and Dance <ul style="list-style-type: none"> • Creates simple repeated rhythms using instruments • Adapting body movements to music tempo. 		Art <ul style="list-style-type: none"> • Combining media to create different effects • Adapting work where necessary. • Exploring colour, pattern and texture. Design and Technology <ul style="list-style-type: none"> • Constructing with a purpose in mind. • Adapting and problem solving during construction activity Music and Dance <ul style="list-style-type: none"> • Creates simple repeated rhythms using instruments • Simple repeated sequences. 	
	Being Imaginative	<ul style="list-style-type: none"> • Imaginative Play – Role Play • Small World 		<ul style="list-style-type: none"> • Imaginative Play – Role Play • Small World 		<ul style="list-style-type: none"> • Imaginative Play – Role Play • Small World 	
RE		Harvest	Christmas		Easter		