| NURSERY | EYFS LONG TERM CURRICULUM | | | | | |
|---|---|---|---|---|---|---|
| | AUTUMN | | SPRING | | SUMMER | |
| | 7 WEEKS | 7 WEEKS | 5 WEEKS | 5 WEEKS | 7 WEEKS | 7 WEEKS |
| | OURSELVES | PREHISTORIC CREATURES | TRADITIONAL STORIES | NIGHT & DAY | MINIBEASTS | COUNTRIES |

| RECEPTION | EYFS LONG TERM CURRICULUM | | | | | |
|---|---|---|---|---|---|---|
| | AUTUMN | | SPRING | | SUMMER | |
| | 7 WEEKS | 7 WEEKS | 5 WEEKS | 5 WEEKS | 7 WEEKS | 7 WEEKS |
| | PEOPLE WHO HELP US | ARTISTS | POPULAR AUTHORS | HABITATS | INVESTIGATIONS | FANTASY |

# RECEPTION LONG TERM OVERVIEW

| TOPIC | CORE TEXTS | READING OVERVIEW | WRITING OVERVIEW | MATHS OVERVIEW | CULTURE & SEASONAL CELEBRATIONS |
|---|---|---|---|---|---|
| AUTUMN 1 PEOPLE WHO HELP US | ***Emergency**<br>***Busy People: Doctor**<br>***Busy People : Teacher** | *Read individual letters by saying the sounds for them. | *Write first name and surname<br>*Write simple labels identifying initial and final sounds<br>*Write a list using CVC words<br>*Begin to form letters | *Count objects, actions and sounds up to 5.<br>***Subitise up to 5.**<br>*Link the number symbol with its cardinal number value up to 5.<br>*Select, rotate and manipulate shapes. | *Harvest<br>*AUTUMN |
| AUTUMN 2 ARTISTS | **Elmer Collection** | *Blend sounds into words so they can read short words made up of known letter – sound correspondence.<br>*Read simple phrases. | *Write simple cvc / ccvc adjectives to describe<br>*Compose and write a simple sentence<br>*Hold a pencil using the tripod grip. | *Count objects, actions and sounds up to 10.<br>* Link the number symbol with its cardinal number value up to 10.<br>*Continue, copy and create repeating patterns. | *DIVALI<br>*HALLOWEEN<br>*CHRISTMAS |
| SPRING 1 POPULAR AUTHORS | ***Detective Dog**<br>***Stick Man**<br>***Smartest Giant in Town** | *Read common exception words for Reception.<br>*Read simple sentences.<br>*Re-read books to build confidence in word reading, fluency, understanding and enjoyment.<br>*Re-read what they have written to check it makes sense. | *Compose and write a simple sentence using common exception words.<br>*Compose and write a simple sentence using common exception words and identifying diagraphs.<br>*Hold a pencil correctly and beginning to form letters correctly. | *Understand the 'one more than / one less than' relationship between consecutive numbers to 10.<br>*Compare numbers and quantities to 10.<br>*Compare length. | *CHINESE NEW YEAR<br>*PANCAKE DAY<br>*WINTER |
| SPRING 2 HABITATS | ***Snail on the Whale**<br>***Monkey Puzzle** | ***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.**<br>***Say a sound for each letter in the alphabet and at least 10 diagraphs.**<br>***Read words consistent with their phonics knowledge by sound blending.**<br>***Read aloud simple sentences and books that match their phonics knowledge, including common exception words.** | ***Write recognisable letters, most of which are correctly formed.**<br>***Spell words by identifying sounds and representing the sound with letters.**<br>***Write simple phrases and sentences that can be read by others.** | ***Verbally count beyond 20, recognising the pattern of the counting system.**<br>***Have a deep understanding of number to 10, including the composition of each number.**<br>***Compare quantities up to 10 in different contexts, recognising when one is greater than, less than or the same as the other quantity.** | *EASTER<br>*SPRING<br>*MOTHERS DAY<br>*ST GEORGES DAY |
| SUMMER 1 INVESTIGATIONS | ***The Tiny Seed**<br>***Tadpoles Promise** | ***Anticipate key events in stories.**<br>***Say a sound for each letter in the alphabet and at least 10 diagraphs.**<br>***Read words consistent with their phonics knowledge by sound blending.**<br>***Read aloud simple sentences and books that match their phonics knowledge, including common exception words.** | ***Write recognisable letters, most of which are correctly formed.**<br>***Spell words by identifying sounds and representing the sound with letters.**<br>***Write simple phrases and sentences that can be read by others.** | ***Automatically recall number bonds up to 5 and some number bonds to 10.**<br>***Automatically recall double facts to 10.**<br>*Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. | *EID<br>*FATHERS DAY |
| SUMMER 2 FANTASY | ***Supertato**<br>***Pirates Love Underpants** | ***Use and understand recently introduced vocabulary.**<br>***Say a sound for each letter in the alphabet and at least 10 diagraphs.**<br>***Read words consistent with their phonics knowledge by sound blending.**<br>***Read aloud simple sentences and books that match their phonics knowledge, including common exception words.** | ***Write recognisable letters, most of which are correctly formed.**<br>***Spell words by identifying sounds and representing the sound with letters.**<br>***Write simple phrases and sentences that can be read by others.** | ***Explore and represent patterns within numbers up to 10, including evens and odds, doubles and how quantities can be distributed equally.**<br>*Compare weight and capacity. | *SUMMER |

# RECEPTION CURRICULUM

## ASSESSMENT PROCEDURES

*Tapestry observations completed daily for all areas of learning.
*Parent contributions uploaded through tapestry.
*Weekly recording in English books.
*Weekly recording in Maths books or through observations.
*Tapestry observations printed half termly & filed in learning journeys

* Highlighting sheets to be completed every half term.
*Data entered into Target Tracker in line with school procedures.
*Half termly reports to be completed.
*End of year assessments to be reported to parents.

## TRIP – SUMMER TERM

*Imagine That - Liverpool

## CHARACTERISTICS OF EFFECTIVE LEARNING

### Playing and Exploring

Children investigate and experience things, and have a go.

**Suggested Opportunities**
*Provide stimulating resources which are accessible and open-ended so they can be used, moved and combined in a variety of ways.
*Make sure resources are relevant to children's interests.
*Arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.
*Help children concentrate by limiting noise, and making spaces visually calm and orderly.
*Plan first-hand experiences and challenges appropriate to the development of the children.
*Ensure children have uninterrupted time to play and explore.

### Active Learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**Suggested Opportunities**
*Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests.
*Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated.
*Ensure children have time and freedom to become deeply involved in activities.
*Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities.
*Keep significant activities out instead of routinely tidying them away. Make space and time for all children to contribute.

### Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

**Suggested Opportunities**
*Children to find their own ways to represent and develop their own ideas?' Avoid children just reproducing someone else's ideas.
*Build in opportunities for children to play with materials before using them in planned tasks.
*Establish the enabling conditions for rich play: space, time, flexible resources, choice, control, warm and supportive relationships.
*Recognisable and predictable routines help children to predict and make connections in their experiences.
*Plan linked experiences that follow the ideas children are really thinking about.
*Use mind-maps to represent thinking together.
*Develop a learning community which focuses on **how** and not just what we are learning.

## TERMLY EXPECTATIONS

*Role Play area changed to match the topic.
*Areas enhanced with resources that reflect the topic being taught.
* Reading area books changed to match the topic. 20 books selected per half term to be displayed and the books to be read to the children frequently throughout the half term. These books could be displayed in the environment.
*Displays enhanced to reflect topic and children's progress.
*Learning wall to be updated weekly to reflect the English and Maths learning and learning journey headings to be used.
* Outdoor environment to be enhanced with resources to match topic.
*Areas should be planned for and enhanced weekly to develop engagement and skills.

## ENVIRONMENT EXPECTATIONS

**Essential**
*Home corner, reading area, mark making area, construction area, small world area, sand area, water area, maths area, creative area, investigation area, snack area & ICT provision must be provided in the classroom and resourced to a high standard.
* Displays to be neutral where possible to display children's learning, themed paper can be used to 'zone' an area. Photographs of independent learning to be displayed in areas.
* Key words, phonemes & numbers are to be display in the classroom and must be accessible to children.
*Key questions must be display in areas and updated regularly.
*Resources to be stocked daily and enhanced weekly.
*Children's interest must be reflected in the environment.
*Opportunity for marking making and reading in all areas.

**Desirable**
*Malleable area, finger gym, phonics area, music area, transient art, wellbeing zone, hygiene station (If these areas cannot be created, resources must be embedded in other areas to support independent learning).
*Talking points such as unusual pictures to be displayed around the classroom to encourage discussion.
*Question of the day to be displayed and used as a self-registration.

**Unit title: People Who Help Us**
RECEPTION
Duration: **7 WEEKS**
AUTUMN 1

## COMMUNITY LINKS & OUTDOOR LEARNING

*Fire Service / Police Service visit to school
*Trip to the local post office
*Parent talks about their jobs
*Hose pipe water play putting out fires
*Outdoor post office role play
*Emergency services outdoor role play

## CORE TEXTS

*Emergency
*Busy People: Doctor
*Busy People : Teacher

# AREAS OF LEARNING

## COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Understand how to listen carefully and why listening is important.
*Engage in story times.
*Listen carefully to rhymes and songs, paying attention to how they sound.

**Speaking**
*Learn new vocabulary.
*Use new vocabulary throughout the day.
*Develop social phrases.

**Suggested Outcomes**
*Circle time opportunities to listen and respond.
*Learn song 'People Who Help Us'.
*Record themselves using the iPads, talking about what they want to be when they grownup.

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*Show resilience and perseverance in the face of challenge.

**Managing Self**
*Manage their own needs.

**Building Relationships**
*Build constructive and respectful relationships.

**School Specific Knowledge:**
*Know about the role of the dentist.
*Know how to use a tooth brush and how to brush teeth well.
*Know simple care techniques.
*Know that we can get emergency help by phoning 999.
*Know how to be kind and caring.
*Know how to help friends and family.

**Suggested Outcomes**
*Children's learning, photographs, models, interests to be evident in the environment so that the children create a sense of belonging.

## PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Revise and refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing

**Fine Motor Skills**
*Develop their small 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 spoons.

**Suggested Outcomes**
*Movement sessions in PE exploring each fundamental skill.
*Skill sessions to focus on fine motor activities.

## LITERACY

**Word Reading**
*Read individual letters by saying the sounds for them.

**Writing**
*Write first name and surname
*Write simple labels identifying initial and final sounds
*Write a list using CVC words
*Begin to form letters

**Suggested Outcomes**
*Create own name card to store in tray.
*Create name labels to be displayed in classroom.
*Write labels for the classroom environment.
*Letter hunt in the environment.
*List writing opportunities in areas e.g. home corner, construction area.

## MATHEMATICS

**Number**
*Count objects, actions and sounds up to 5.
*Subitise up to 5.
*Link the number symbol with its cardinal number value up to 5.

**Shape Space & Measure**
*Select, rotate and manipulate shapes.

**Suggested Outcomes**
*Use 'number a week story approach' to teaching numbers 0 – 5 with the theme of people who help us.

## UNDERSTANDING THE WORLD

**Past & Present**
*Explore images of familiar events in the past.
*Investigate the lives of the people around them and their roles in society.

**People, Culture & Communities**
*Talk about members of their immediate family and community.
*Name and describe people who are familiar to them.

**The Natural World**
*Understand the effect of changing seasons on the natural world around them.

**Suggested Outcomes**
*Create a class book, each child to fill a page in all about them, describing their families, communities and past events.
*Go on an Autumn walk on the field or in the local community to observe the change in season.

## EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Create collaboratively sharing ideas, resources and skills.

**Being Imaginative & Expressive**
*Explore, use and refine a variety of artistic effects to express their ideas and feelings.

**School Specific Knowledge:**
*Use pencil grip and control when using drawing and painting equipment.
*Select colours to represent facial features
*Use correct shape for facial features.
*Self-select a wide range of media to illustrate faces and facial features

**Suggested Outcomes:**
*Create self-portraits to display in classroom, this could be linked to what they want to be when they are older.

## WEEKLY THEMES

Week 1 – Home and families
Week 2 – School, friends & teachers
Week 3 – Fire Service
Week 4 – Police Service
Week 5 – Doctors, Nurses & ambulance service
Week 6 – Local community e.g. post officer, crossing patrol
Week 7 – Wider community e.g. mountain rescue, lifeguard

## HOME LEARNING PROJECTS

- Photographs from home
- 'All about me' class book
- Finding out what job their family members have
- Learning about the fire alarm and procedures at home
- How to contact emergency services
- Visiting local environment to look for people who help us e.g. fire station, police station, hospital
-Autumn walk

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Doctors Role Play
*Teacher Role Play
*Home Corner Role Play
*Fire Station Small World
*Police Station Small World
*Crime Investigation Science Area

**Unit title: ARTISTS**
RECEPTION
Duration: **7 WEEKS**
AUTUMN 2

## COMMUNITY LINKS & OUTDOOR LEARNING

*Oldham Art Gallery visit
*Artist visit to school
* Large outdoor painting opportunities

*Create large Elmer using natural resources
*Balloon Painting
*Spray painting activity
*Powder paint, water and sweeping brush patterns

## CORE TEXTS

*Elmer Collection

## AREAS OF LEARNING

### COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Ask questions to find out more and to check they understand what has been said to them.
*Learn rhymes, poems and songs.

**Speaking**
*Use new vocabulary in different contexts.
*Listen to and talk about stories to build familiarity and understanding.
*Ask questions to find out more and to check they understand what has been said to them.

**Suggested Outcomes**
*Learn song 'Being Different' and perform on Elmer Day.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*See themselves as a valuable individual.

**Managing Self**
*Manage their own needs.

**Building Relationships**
*Express their feelings and consider the feelings of others.
*Think about the perspectives of others.

**School Specific Knowledge:**
*Know what makes them the same and different
*Know we can live happily amongst each other
*Know that bodies are different in boys & girls
*Know that some parts of our bodies are private

**Suggested Outcomes**
*Link similarities and difference to Elmer text.
*Hold an Elmer Day to celebrate differences and acceptance.

### PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Combine different movements with ease and fluency.
*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.

**Fine Motor Skills**
*Use a range of small tools, including scissors, paint brushes & cutlery.

**Suggested Outcomes**
*Dance and movement responding to music and perform on Elmer Day

### LITERACY

**Word Reading**
*Blend sounds into words so they can read short words made up of known letter – sound correspondence.
*Read simple phrases.

**Writing**
*Write simple cvc / ccvc adjectives to describe
*Compose and write a simple sentence
*Hold a pencil using the tripod grip.

**Suggested Outcomes**
*Write adjectives about different pieces of artwork.
*Compose simple sentences about Elmer e.g. Elmer is big.

### MATHEMATICS

**Number**
*Count objects, actions and sounds up to 10.
* Link the number symbol with its cardinal number value up to 10.

**Shape, Space & Measure**
*Continue, copy and create repeating patterns.

**Suggested Outcomes**
*Create Elmer patterns.
Use 'number a week story approach' to teaching numbers 6 – 10 with the theme of elephants.

### UNDERSTANDING THE WORLD

**Past & Present**
*Understand the past through a historical setting (Christmas), inc characters & events
*Explore the work of a historical figure

**People, Culture & Communities**
*Recognise that people have different beliefs and celebrate special times in different ways.

**The Natural World**
*Recognise some environments that are different to the one in which they live.

**School Specific Knowledge:**
*Know that primary colour can change physically into a secondary colour.

**Suggested Outcomes**
*Create a large Elmer using colour mixing to paint the picture.
*Explore the climate of where elephants live, compare and contrast to our local environment.
*Explore the life of Van Gogh as a historical figure.

### EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative & Expressive**
*Explore and engage in music making and dance, performing solo or in groups.
*Watch and talk about dance and performance art, expressing their feelings and responses.

**School Specific Knowledge:**
*Use a dying technique to alter a textiles colour and pattern (Tie-dyeing)
*replicate techniques used by artists (Kandinsky & Van Gogh)
*Create various shapes to illustrate an image
*Use pastels and paints to enhance shapes and images

**Suggested Outcomes**
*Create different elephants with patterns inspired by an artist
*Create a tie – died t-shirt to wear on Elmer Day.
*Create a song and dance to perform on Elmer day.

## WEEKLY THEMES

Week 1 – What is an artist?
Week 2 – Colour Mixing
Week 3 & 4 – Elmer meets Kandinsky
Week 5 & 6 – Elmer meets Van Gogh
Week 7 - Christmas

## HOME LEARNING PROJECTS

*Create an elephant using a milk carton
* Research elephant facts
*Pattern hunt around the house
*Patterns hunt in nature
*Winter Walk

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Art Gallery Role Play
* Key Artists work displayed in environment
* Elephant Small World Area
* Elmer themed reading area
*Wellbeing area themed as celebrating differences
*Colour Mixing in Science Area
***Elmer Day at the end of topic – celebrating being different and accepting others.**

**Unit title: POPULAR AUTHORS**
RECEPTION
Duration: 6 **WEEKS**
SPRING 1

## COMMUNITY LINKS & OUTDOOR LEARNING

*Trip to local Library linked to Detective Dog
*Arrange for external visitor to read a story to the children
*Contact any local authors

*Stick Man hunt outside / collecting sticks
*Create large scale drawings of a giant

## CORE TEXTS

*Detective Dog
*Stick Man
*Smartest Giant in Town

## AREAS OF LEARNING

### COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

**Speaking**
*Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.
*Connect one idea or action to another using a range of connectives.

**Suggested Outcomes**
*Create an audio story book retelling the stories they have learnt. Use the iPad to record.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

**Managing Self**
*Identify and moderate their own feelings socially and emotionally.

**Building Relationships**
*Work and play cooperatively and take turns with others.

**School Specific Knowledge:**
*Know when someone might need help
*Know how to ask for help
*Know that we have feelings and that they can make us behave differently

**Suggested Outcomes**
*Link to Smartest Giant in Town, how did he help everyone?

### PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
*Develop overall body-strength, balance, co-ordination and agility

**Fine Motor Skills**
*Develop the foundations of a handwriting style which is fast, accurate and efficient.

**Suggested Outcomes**
*Gymnastics
*Begin using PenPals handwriting books.

### LITERACY

**Word Reading**
*Read common exception words for Reception.
*Read simple sentences.
*Re-read books to build confidence in word reading, fluency, understanding and enjoyment.
*Re-read what they have written to check it makes sense.

**Writing**
*Compose and write a simple sentence using common exception words.
*Compose and write a simple sentence using common exception words and identifying diagraphs.
*Hold a pencil correctly and beginning to form letters correctly.

**Suggested Outcomes**
*Write simple sentences about setting, characters and feelings.

### MATHEMATICS

**Number**
*Understand the 'one more than / one less' than relationship between consecutive numbers to 10.
*Compare length.

**Numerical Patterns**
*Compare numbers and quantities to 10.

**Suggested Outcomes**
*Measure sticks & giants clothes and compare lengths.
*One more and one less characters on the broom.
*Compare many characters you can squeeze into different rooms of a house – link to squash and a squeeze.

### UNDERSTANDING THE WORLD

**People, Culture & Communities**
*Draw information from a simple map.

**The Natural World**
*Explore the natural world around them.
*Describe what they see, hear and feel whilst outside.

**Suggested Outcomes**
*Follow and create a simple map to the library.
*Winter walk to collect own stickman, explore environment during winter.

### EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Make props and materials when role playing characters in narratives and stories.

**Being Imaginative & Expressive**
*Invent, adapt and recount narratives and stories with peers and teachers.
*Develop storylines in their pretend play.

**School Specific Knowledge:**
*Work hygienically and work safely
*Use simple tools to mix ingredients

**Suggested Outcomes**
*Make Gruffalo crumble.
*Create large scale clothing items for the giant.
*Create own stickman using natural resources.

## WEEKLY THEMES

**Week 1 – Stickman (Compulsory)**
Week 2 – The Gruffalo
Week 3 – Room on the Broom
**Week 4 – Smartest Giant in Town (Compulsory)**
Week 5 – A Squash and a Squeeze
**Week 6 – Detective Dog (Compulsory)**

## HOME LEARNING PROJECTS

- Join local library
- Create large clothing item for giant
- Hunt for a stickman in local park
- Create own story
- Cook Gruffalo Crumble

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Reading Area set up as a library
*Areas themed around Julia Donaldson books
*Maths area linked to size comparison
*Investigation area themed around being a detective

**Unit title: HABITATS**
RECEPTION
Duration: 6 **WEEKS**
SPRING 2

## COMMUNITY LINKS & OUTDOOR LEARNING

*Walk to local park to look for habitats

*Looking for habitats outside
*Create outdoor habitats (bug hotel)
*Plant flowers & plants to attract minibeast

## CORE TEXTS

* Snail on the Whale
*Monkey Puzzle

## AREAS OF LEARNING

### COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Engage in non-fiction texts.
*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
*Make comments about what they have heard and ask questions to clarify their understanding.

**Speaking**
*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
*Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

**Suggested Outcomes**
*Read a range of non-fiction texts about different habitats and animals.
*Display photographs of different habitats in the environment to provoke questioning.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*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.

**Managing Self**
*Explain the reasons for rules, know right from wrong and try to behave accordingly.

**Building Relationships**
*Show sensitivity to their own and to others' needs.

**School Specific Knowledge:**
*Know that we need to take care of our environment & that tidy up routines are important.
*Know that we all have to help to make our environment a better place and why it is important to care for our classroom.

**Suggested Outcomes**
*Look after class pet, compose a set of rules to look after its environment.

### PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Negotiate space and obstacles safely, with consideration for themselves and others.
*Progress towards a more fluent style of moving, with developing control and grace.
*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

**Fine Motor Skills**
*Beginning to show accuracy and care when drawing.
*Use a range of small tools, including scissors, paint brushes and cutlery.

**Suggested Outcomes**
*Habitats / animals tag games.

### LITERACY

**Comprehension**
*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

**Word Reading**
*Say a sound for each letter in the alphabet and at least 10 diagraphs.
*Read words consistent with their phonics knowledge by sound blending.
*Read aloud simple sentences and books that match their phonics knowledge, including common exception words.

**Writing**
*Write recognisable letters, most of which are correctly formed.
*Spell words by identifying sounds and representing the sound with letters.
*Write simple phrases and sentences that can be read by others.

**Suggested Outcomes**
*Create a postcard from the snail, including capital letters and full stops.
*Write a simple rhyming couplet.

### MATHEMATICS

**Number**
*Have a deep understanding of number to 10, including the composition of each number.

**Numerical Patterns**
*Verbally count beyond 20, recognising the pattern of the counting system.
*Compare quantities up to 10 in different contexts, recognising when one is greater than, less than or the same as the other quantity.

**Suggested Outcomes**
*Count from different starting points.
*Count backwards.
*Identify missing numbers to 10.
*Simple addition and subtraction with numbers to 10.
*Find the difference between numbers to 10.

### UNDERSTANDING THE WORLD

**People, Culture & Communities**
*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what had been read in class.

**Past and Present**
*Offer simple explanations about extinct animals

**The Natural World**
*Recognise some similarities and differences between life in this country and life in other countries.
*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

**School Specific Knowledge:**
*Know the conditions to keep our body healthy (warm, love, shelter, food, exercise)
*Know that natural materials create habitats

**Suggested Outcomes**
*Create a habitat for a living thing e.g. bug hotel, bird house.
*Use google earth / maps to explore local environment.

### EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Share their creations, explaining the process they have used.

**Being Imaginative & Expressive**
*Sing a range of well-known nursery rhymes and songs.

**School Specific Knowledge:**
*Know that a habitat can be a structure on land
*use a range of materials to create habitats.
*Draw a simple diagram of their design & add labels to show features of designs
*Join materials together using simple methods & adapt design & projects to make improvements
*Use a range of techniques for printing (rolling, pressing, stamping, rubbing)
*know that everyday recycled materials can be used to create a structure.

**Suggested Outcomes**
*Create a habitat using a carboard box / junk modelling

## WEEKLY THEMES

Week 1 – Our own habitat (where we live)
Week 2 - Under the sea
Week 3 – Desert
Week 4 - Polar Regions
Week 5 – Rainforest
Week 6 – African Safari

## HOME LEARNING PROJECTS

- Identify features on own habitat
- Create habitat using cardboard boxes
- Research different habitats
- Search for animal habitats in local area
-Build a habitat e.g. nest / bug hotel
- Spring Walk

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Develop outdoor habitats
*Enhance areas to represent different habitats e.g. sand area to become the desert, water area to become under the sea.
*Develop pet habitats in school.
*Home corner to represent different home environments e.g. culture differences

**Unit title: INVESTIGATIONS**
RECEPTION
Duration: **7 WEEKS**
SUMMER 1

## COMMUNITY LINKS & OUTDOOR LEARNING

*Visit a garden centre and purchase plants
*Trip to Imagine That
*Visit to local park to look for butterflies/plants
*Release Butterflies onto the field
*Plant flowers and plants
*Grow own fruit and veg

## CORE TEXTS

* The Tiny Seed
*Tadpoles Promise

## AREAS OF LEARNING

### COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Hold conversation when engaged in back and forth exchanges with their teacher and peers.

**Speaking**
*Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
*Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction texts.

**Suggested Outcomes**
*Have discussions about hypothesis, investigations and findings.

### PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour.

**Managing Self**
*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of good food choices. (Also overall health and wellbeing e.g. sleep, being safe, exercise)

**Building Relationships**
*Show sensitivity to other's needs.
*Work and play cooperatively and take turns.

**School Specific Knowledge:**
*Know that plants have a life cycle
*Know the stages of a life cycle of a seed
Know that things grow and change

**Suggested Outcomes**
*Link to the Tiny Seed core text.

### PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Further 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.

**Fine Motor Skills**
*Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.

**Suggested Outcomes**
*Ball skills games

### LITERACY

**Comprehension**
*Anticipate key events in stories.

**Word Reading**
*Say a sound for each letter in the alphabet and at least 10 diagraphs.
*Read words consistent with their phonics knowledge by sound blending.
*Read aloud simple sentences and books that match their phonics knowledge, including common exception words.

**Writing**
*Write recognisable letters, most of which are correctly formed.
*Spell words by identifying sounds and representing the sound with letters.
*Write simple phrases and sentences that can be read by others.

**Suggested Outcomes**
*Write a set of simple instructions for planting a seed
*Write a simple recount of a frogs life cycle

### MATHEMATICS

**Shape, Space & Measure**
*Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.

**Numerical Patterns**
*Automatically recall double facts to 10.
*Automatically recall number bonds up to 5 and some number bonds to 10.

**Suggested Outcomes**
*Investigating shapes.

### UNDERSTANDING THE WORLD

**Past & Present**
*Explore changes over time and place them in chronological order

**The Natural World**
*Explore the natural world around them, making observations and drawing pictures of animals and plants.
*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**School Specific Knowledge:**
*Know there are similarities and differences in living things including minibeasts

**Suggested Outcomes**
*Observe Caterpillars changing into butterflies using past tense and examples.
*Minibeast hunt

### EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

**Being Imaginative & Expressive**
*Invent, adapt and recount narratives and stories with peers and teacher

**School Specific Knowledge:**
*know that there are structures and mechanisms that move on water and specific functions
*Select materials based on their properties and functionality
*Use diagrams and labels to identify properties of materials
*Explain why some materials are used.
*Experience simple cutting and shaping using scissors, joining using glue, tape and paper fasteners.
*Say why some materials were better than others & give reasons.

**Suggested Outcomes**
*Create a boat that can float on water using junk modelling materials

## WEEKLY THEMES

Week 1 & 2 – Life Cycles
Week 3 & 4 – Planting and Growing
Week 5 – Changes of state
Week 6 – Floating and Sinking
Week 7 – Being a scientist and carrying out experiments

## HOME LEARNING PROJECTS

- Looking at pictures of themselves and their family members to identify changes
- Make Elephant toothpaste
- Make ice
- Make a rainbow out of skittles
- Melt chocolate and make Rice Krispy cakes
- Make gloop

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Oder caterpillars and resources
*Planting opportunities inside & outside
*Investigations over time opportunities in the environment
*Working scientifically opportunities
*Potions station in mud kitchen
*Observe chicks in school

**Unit title: FANTASY**
RECEPTION
Duration: **7 WEEKS**
SUMMER 2

## COMMUNITY LINKS & OUTDOOR LEARNING

*Trip to local supermarket to rescue the fruit and veg from Supertato
*Grow your own Vegetables
*Den making
*Outdoor sandpit and construction area pirate themed / Walk the plank station
*Superhero assault courses
*Superhero training station

## CORE TEXTS

* Supertato
*Pirates Love Underpants

# AREAS OF LEARNING

## COMMUNICATION & LANGUAGE

**Listening, Attention & Understanding**
*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions

**Speaking**
*Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Suggested Outcomes**
*Reflect on their Reception Year, discuss memories.

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

**Self-Regulation**
*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.

**Managing Self**
*Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

**Building Relationships**
*Form positive attachments to adults and friendships with peers.

**School Specific Knowledge:**
*Know what is special about our outside world & how to care for it
*Know that we make our world a better place
*Know why water is precious and who/what needs water

**Suggested Outcomes**
*Being Eco friendly.

## PHYSICAL DEVELOPMENT

**Gross Motor Skills**
*Demonstrate strength, balance and coordination when playing.
*Move energetically, such as running, jumping, dancing, hoping, skipping and climbing.

**Fine Motor Skills**
*Hold a pencil effectively in preparation for fluent writing – using tripod grip in almost all cases.
*Use a range of small tools, including scissors, paint brushes and cutlery.

**Suggested Outcomes**
*Story telling Yoga

## LITERACY

**Comprehension**
*Use and understand recently introduced vocabulary.

**Word Reading**
*Say a sound for each letter in the alphabet and at least 10 diagraphs.
*Read words consistent with their phonics knowledge by sound blending.
*Read aloud simple sentences and books that match their phonics knowledge, including common exception words.

**Writing**
*Write recognisable letters, most of which are correctly formed.
*Spell words by identifying sounds and representing the sound with letters.
*Write simple phrases and sentences that can be read by others.

**Suggested Outcomes**
*Write a simple character description
*Write a short narrative including at least three sentences for beginning, middle and end

## MATHEMATICS

**Shape, Space & Measure**
*Compare weight and capacity.

**Numerical Patterns**
*Explore and represent patterns within numbers up to 10, including evens and odds, doubles and how quantities can be distributed equally.

**Suggested Outcomes**
*Pirate water capacity activities.
*Pirate weighing treasure activities.

## UNDERSTANDING THE WORLD

**Past & Present**
*Compare similarities and differences of past and present events in our living memory

**People, Culture & Communities**
*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

**School Specific Knowledge:**
*Know about force of water resistance and objects in relation to floating and sinking.

**Suggested Outcomes**
*Explore Pirate treasure and predict which items will float and sink.
*Pirate treasure hunt in local environment following maps.
*Reflect on their Reception Year, discuss memories.

## EXPRESSIVE ARTS & DESIGN

**Creating with Materials**
*Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative & Expressive**
*Perform songs, rhymes, poems and stories with others and try to move in time with music.

**School Specific Knowledge:**
*Use the correct shape to represent body parts Begin to add detail to features of bodies.
*use spatial awareness and positioning to appropriately place body parts in images
*Sort foods into groups of healthy and unhealthy options.

**Suggested Outcomes**
*Design and create own superhero
*Sort the characters from Supertato into healthy and unhealthy options
*Learn and perform pirate dance on pirates day.

## WEEKLY THEMES

Week 1 – Real life hero's
Week 2 – What is a super hero?
Week 3 & 4 – Super Heroes **(Supertato)**
Week 5 – Pirates
Week 5 – Treasure
Week 6 – Transition

## HOME LEARNING PROJECTS

- Create own Supertato
- Create shopping list and purchase items
- Create own superhero cape
-Grow a potato cress head
- Create a treasure map

## ENVIRONMENT ENHANCEMENTS / RESOURCES

*Supermarket Role Play
***Pirate Day**
*Pirate Ship Role Play
*Floating and Sinking Experiments
*Supertato snack area
*Crime scenes in the classroom
*Superhero writing area
*Buried Treasure Area