

Reception curriculum long term plan overview 24-25

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their 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 stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- 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.

The Natural World

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

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- 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.
- 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.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Reception curriculum long term plan overview 24-25

Topics and books	Autumn 1 Ourselves	Autumn 2 Let's move	Spring 1 Traditional Stories	Spring 2 Imagine if...	Summer 1 Growing and change	Summer 2 Splash
	<p><u>Me, My School and My Community</u></p> <p><u>Core Texts:</u> The Colour Monster The Three Pigs (TT) Little red riding hood (TT) The Billy Goats Gruff (TT) Room on the Broom – focus author Christopher Pumpkin</p> <p><u>Additional texts to read during half term:</u> Emotion Non-Fiction Whinnie the Witch books Pumpkin books Binny's Diwali Autumn Non-Fiction (SS)</p>	<p><u>It's getting cold outside</u></p> <p><u>Core Text:</u> The Leaf Thief The Gruffalo – focus author Owl Babies The Wombles Autumn leaves (animation) The Gingerbread man (TT) The Snowman (animation) Pingu (animation)</p> <p><u>Additional texts to read during half term:</u> Leaf man The Christmas Story Owl Non-Fiction Woods/forest Non-fiction Autumn + Winter Non-Fiction Melting Non-Fiction (SS)</p>	<p><u>Castles Knights and Fairy Tales</u></p> <p><u>Core Text:</u> Castle's Knights and Fairytales (NF) Zog – focus author Rapunzel (TT) Chinese New Year (NF) Beauty and the Beast – clip from the film Smeds and the Smoos (link to Valentines day)</p> <p><u>Additional texts to read during half term:</u> Winter Non-Fiction Weather Non-Fiction (SS) Different homes Non-Fiction (SS)</p>	<p><u>Dinosaurs</u></p> <p><u>Core Text:</u> Theres a dinosaur in my book Dinosaurs love underpants The dinosaur who lost his roar Dear Dinosaur Wakey Races (animation) Bananaman meets Mr Doom (animation)</p> <p><u>Additional texts to read during half term:</u> Tyrannosaurus drip. How to grow a dinosaur Harry and the dinosaurs Dinosaur Non-Fiction Winter + Spring Non-Fiction Inside an egg Non-Fiction (SS)</p>	<p><u>In the Garden</u></p> <p><u>Core Text:</u> Paddington Peas (animation) Jack and the Beanstalk (TT) Bill and Ben the Flowerpot men (animation) The very hungry caterpillar Handa's Surprise</p> <p><u>Additional texts to read during half term:</u> Super worm Oliver's vegetables Supertato Yucky worms Mad about Minibeasts Jaspers beanstalk Plants Non-Fiction (SS) Minibeast Non-Fiction Spring Non-Fiction</p>	<p><u>Seaside and Under the Sea</u></p> <p><u>Core Text:</u> Sharing a shell The Snail and the Whale Captain Pugwash – monster ahoy (animation) Tiddler Popeye (animation) Look what I found at the seaside.</p> <p><u>Additional texts to read during half term:</u> Seaside Poems Seaside Non-Fiction Whale Non-Fiction Summer Non-Fiction What floats Non-Fiction (SS)</p>
Songs, rhymes and poems	<p>Head, Shoulders, knees and toes Hockey Cokey Miss Polly had a dolly Polly put the kettle London Bridge is falling down (bridges) When all the cows were sleeping (dingle dangle scarecrow)</p>	<p>Jingle bells Rulphoh the red nose reindeer Feliz Navidad Here comes Santa Claus Frosty the snowman We wish you a merry Christmas</p>	<p>There was a Princess long ago Humpty dumpty The old grand duke of York Pussy cat pussy cat</p>	<p>Incy wincy spider Mary Mary quite contrary Hop little bunnies Spring songs Higher and higher. Sunshine, showers and rainbows.</p>	<p>Round and round the garden like a teddy bear If you go into the woods today Teddy bear teddy bear touch your toes</p>	<p>Row row, row your boat The big ship sails through the alley alley o She sells seashells on the seashore Cockles and muscles The owl and the pussy cat</p>

Reception curriculum long term plan overview 24-25

<p>Hooks, experiences + visits</p>	<p>Family photo album in home corner</p> <p>People who help us come into school</p>	<p>Nocturnal animals in school – external</p> <p>Gruffalo walk in Greenspace</p> <p>Baking Gingerbread men for DT project</p>	<p>Medieval Feast</p> <p>Chinese Food – Make and taste rice paper wraps</p>	<p>Dinosaur Dome – external</p> <p>Hunting for clues – discovery of a Dinosaur Egg!!</p> <p>Easter Egg hunt with parents</p>	<p>Visit the garden/allotment Janice’s</p> <p>Live caterpillars</p> <p>Grow our own veg and eat it</p>	<p>Beach visit</p>
<p>Parental engagement opportunities</p>	<p>Independence</p> <p>Reading</p>	<p>Maths</p> <p>Phonics assembly - Hollie</p> <p>Christmas Performance</p>	<p>Phonics</p>	<p>Easter egg hunt</p>	<p>Oral health</p>	<p>Meeting Year 1 teachers</p>
<p>Gross and fine motor</p> <p>(PE links)</p>	<p>‘Squiggle me into a writer’ programme every day led by Jemma Towse</p> <p>‘Dough disco’ everyday led by class teachers</p> <p>‘Dance time’ everyday led by class teachers</p> <p>Outside provision available every day</p> <p>‘OPAL’ every lunch time</p>					

Reception curriculum long term plan overview 24-25

Understanding the World	People, culture & communities (Geography, PHSE link)	People, culture & communities, Early Learning Goal: <i>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction text and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction text and (when appropriate) maps.</i>					
		Where do we live? What places do we have in Middlesbrough? Google maps of Middlesbrough Staff roles in school People who help us at home and in the community	Exploring the natural world around them – Our Greenspace + Our Garden (Gruffalo Walk Hook)	Difference between our and Chinese culture Difference between our and Muslim culture	Litter pick in our local area	Map of an English garden Look and compare to Africa (Handa’s surprise) what does it look like? What grows there? What animals do we get in our gardens compared to Africa?	Looks at properties of a Seaside Pollution in the sea Compare the British seaside to the seaside abroad – where?
	Events we celebrate (PHSE, RE, History links)	World Mental Health Day Red card for Racism Diwali Halloween	Bonfire Night Remembrance Day Positive Noticing Day Christmas	Chinese New Year Valentine’s Day Ramadan Pancake day	World Book Day Mother’s Day Easter	St Georges day	Father’s Day
	PHSE	See separate PHSE whole school document, taught every Monday in topic					
	Past + Present (History link)	Past and Present, Early Learning Goal: <i>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</i>					
	Photos of them as babies and now Family members Family events	Bonfire Night Remembrance Day	Comparing King and Queens: past and present Comparing old and new houses – Castles/wooden huts + houses now Are there still castles? What did they eat then compared to now?	Do Dinosaurs live now? Easter story	St George’s Day	Look at Seaside towns in the past, what did it look like? What did people wear? Etc Can we find Saltburn in the past? What is the seaside like now? Compare.	
	<u>Continuous provision/Non-negotiable throughout the year:</u> Daily morning calendar to be completed Our year in a timeline – displayed in the hall. Conversation about yesterday, today, tomorrow, last week etc.						

Reception curriculum long term plan overview 24-25

		<p><u>Continuous provision/Non-negotiable throughout the year:</u> <i>(Understand the past through settings, characters and events encountered in books read in class and storytelling)</i> Old vocab in rhymes + stories to be unpicked for example: cradle - cot, broom - brush, candle stick - lights etc</p>																					
	<p>The Natural World</p> <p>(Snap Science & Geography links)</p>	<p>The Natural World, Early Learning Goal: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 16.6%; padding: 5px;"> Unit 4 – What am I made of? Naming body parts (Biology) </td> <td style="width: 16.6%; padding: 5px;"> Unit 8 - Which hat is best to wear today? Materials + weather (Chemistry) </td> <td style="width: 16.6%; padding: 5px;"> Unit 22 – What is the weather like today? Winter Season (Our changing world) </td> <td style="width: 16.6%; padding: 5px;"> Unit 3 – What is inside an egg? Dinosaur + Chicken (Biology) </td> <td style="width: 16.6%; padding: 5px;"> Unit 5 – Is all the plant green? Parts of a plant (Biology) </td> <td style="width: 16.6%; padding: 5px;"> Unit 18 – What floats? Boats on the sea (Physics) </td> </tr> <tr> <td style="padding: 5px;"> Unit 10 – What happens when you mix? Mixing colours (Chemistry) </td> <td style="padding: 5px;"> Unit 9 – What melts? (Chemistry) </td> <td style="padding: 5px;"> Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry) </td> <td style="padding: 5px;"> Unit 19 – What happens to the trees? Spring Season (Our changing world) </td> <td style="padding: 5px;"> Unit 24 – What can I grow in the garden? Grow our own veg and eat it (Our changing world) </td> <td style="padding: 5px;"> Unit 22 – What is the weather like today? Summer Season (Our changing world) </td> </tr> <tr> <td style="padding: 5px;"> Unit 19 – What happens to the trees? Autumn Season (Our changing world) </td> <td style="padding: 5px;"> Unit 13 – What happens at night? Bonfire Night/Autumn/Winter darker (Physics) Nocturnal animals in school – external </td> <td style="padding: 5px;"> Unit 16 – What makes it move? DT models (Physics) </td> <td style="padding: 5px;"> Visit Nursery's live chicks </td> <td style="padding: 5px;"> Spring flowers Live caterpillars in classrooms </td> <td></td> </tr> </table>					Unit 4 – What am I made of? Naming body parts (Biology)	Unit 8 - Which hat is best to wear today? Materials + weather (Chemistry)	Unit 22 – What is the weather like today? Winter Season (Our changing world)	Unit 3 – What is inside an egg? Dinosaur + Chicken (Biology)	Unit 5 – Is all the plant green? Parts of a plant (Biology)	Unit 18 – What floats? Boats on the sea (Physics)	Unit 10 – What happens when you mix? Mixing colours (Chemistry)	Unit 9 – What melts? (Chemistry)	Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry)	Unit 19 – What happens to the trees? Spring Season (Our changing world)	Unit 24 – What can I grow in the garden? Grow our own veg and eat it (Our changing world)	Unit 22 – What is the weather like today? Summer Season (Our changing world)	Unit 19 – What happens to the trees? Autumn Season (Our changing world)	Unit 13 – What happens at night? Bonfire Night/Autumn/Winter darker (Physics) Nocturnal animals in school – external	Unit 16 – What makes it move? DT models (Physics)	Visit Nursery's live chicks	Spring flowers Live caterpillars in classrooms
Unit 4 – What am I made of? Naming body parts (Biology)	Unit 8 - Which hat is best to wear today? Materials + weather (Chemistry)	Unit 22 – What is the weather like today? Winter Season (Our changing world)	Unit 3 – What is inside an egg? Dinosaur + Chicken (Biology)	Unit 5 – Is all the plant green? Parts of a plant (Biology)	Unit 18 – What floats? Boats on the sea (Physics)																		
Unit 10 – What happens when you mix? Mixing colours (Chemistry)	Unit 9 – What melts? (Chemistry)	Unit 7 – Who lives here? Different homes and the materials they are made of (Chemistry)	Unit 19 – What happens to the trees? Spring Season (Our changing world)	Unit 24 – What can I grow in the garden? Grow our own veg and eat it (Our changing world)	Unit 22 – What is the weather like today? Summer Season (Our changing world)																		
Unit 19 – What happens to the trees? Autumn Season (Our changing world)	Unit 13 – What happens at night? Bonfire Night/Autumn/Winter darker (Physics) Nocturnal animals in school – external	Unit 16 – What makes it move? DT models (Physics)	Visit Nursery's live chicks	Spring flowers Live caterpillars in classrooms																			
Expressive Art & Design	<p>Creating with materials</p> <p>(Art + DT link)</p>	<p>Early Learning Goal: <i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</i></p>																					
		<p>Autumn term Focused artist: Picasso – Male Spanish block painting artist Create Picasso inspired artwork Learn primary colours Explore colour mixing Develop painting and brushes techniques Observational drawings/paintings of faces/animals. Aut 2: Make Gingerbread men</p>		<p>Spring term Focused artist: Hans-Helmut Schult – Male German junk modelling artist Create Hans-Helmut Schult inspired creations Explore junk modelling – Make shields, castles etc Explore joining/connecting materials using different tools with techniques – Make different costumes/clothes/hats to be Kings, Queens, Knights etc Explore designing our models for a purpose Spr 1: Make Chinese food</p>		<p>Summer term Focused artist: Alma Thomas – Female Black African pattern and shape artist Create Alma Thomas inspired artwork Explore African artwork Develop pattern and shape printing Observational drawings/paintings of landscapes Sum 1: Cook and taste our home-grown vegetable</p>																	
		<p><u>Continuous provision/Non-negotiable throughout the year:</u> <i>(Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function)</i> Autumn term: Introduce buttering their own toast in the home corner Spring term: Introduce making their own playdough Summer term: Introduce different foods into the home corner to chop and grate</p>																					
		<p><u>Continuous provision/Non-negotiable throughout the year:</u> <i>(Share their creations, explaining the process they have used)</i> Children to share their creations to the whole class, explaining the process they have used with support/modelling from teachers – Evidence Me videos</p>																					

Reception curriculum long term plan overview 24-25

		<p><u>Continuous provision/Non-negotiable throughout the year: (Make use of props and materials when role playing characters in narratives and stories)</u></p> <p>Story of the week pallet/tuff tray Continuous provision small word area for free choice Home corner with non-stereotype costumes e.g.: scarfs and hats</p>					
		<p>Early Learning Goal: <i>Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs + Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p>					
		<p><u>Continuous provision/Non-negotiable throughout the year: (Invent, adapt and recount narratives and stories with peers and their teacher)</u></p> <p>Story of the week pallet/tuff tray Continuous provision small word area for free choice Home corner with non-stereotype costumes e.g.: scarfs and hats Daily drawing club</p>					
		<p><u>Continuous provision/Non-negotiable throughout the year: (Sing a range of well-known nursery rhymes and songs + Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music)</u></p> <p>Daily singing during carpet times Weekly Music lesson in topic – Kapow Daily dough disco and dance time</p>					
		Kapow, Unit 1 Exploring Sounds	Kapow, Unit 2 Celebration Christmas performance	Kapow, Unit 3 Music + movement	Kapow, Unit 4 Musical stories	Kapow, Unit 5 Transport	Kapow, Unit 6 Big band