

Herne View Church of England Primary School

Reception Long Term Plan



This curriculum overview is a guide to what will be seen in Early Years Foundation Stage, however this will change depending on the children's interests, ideas and their abilities whilst still maintaining a varied and rich curriculum.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Celebrations and Special Events	<ul style="list-style-type: none"> • Roald Dah Day • World Mental Health Day • Black History Month • Carnival float making • Umbrella competition <p>Harvest Festival at the Minster</p>	<ul style="list-style-type: none"> • Guy Fawkes Bonfire • World nursery rhyme week • Remembrance Day • Children in Need • Hannukah • Christmas • Christmas Jumper Day • Diwali • Victorian day – Lantern Parade <p>Nativity performance in school hall</p>	<ul style="list-style-type: none"> *Safer internet day • Children mental health week 	Fairtrade Fortnight <ul style="list-style-type: none"> • Shrove Tuesday • Easter • World Book Day • Holi • Mother's Day • Ramadan Starts • Science week • Comic Relief <p>Easter Service at the Minster</p>	<ul style="list-style-type: none"> • Ramadan Continues • Earth Day • Children's gardening week • Eid al Fitr 	<ul style="list-style-type: none"> *Father's Day • Sports Day • World Ocean Day • Father's Day
Visits and Visitors	<p>Visit: Tour of school, outside areas and forest school.</p> <p>Visitors: Pre-school staff and childminders</p>	<p>Visit: Forest School Area</p> <p>Trip: Walk to post box (writing for a purpose - Christmas letters)</p>	<p>Viisit: library, Winter walk</p> <p>Visitors – Ambulance (RE link), Life Education bus, The Meeting House (see our artwork displayed).</p>	<p>Visit: Herne Hill</p> <p>Visitors –Mystery readers</p> <p>Trip: Spring Walk, Axe Valley Wildlife Park</p>	<p>Visit: Library</p> <p>Visitors –Mystery readers</p>	<p>Visit: Herne Hill, The Meeting House (Visit an art exhibition – others' work)</p> <p>Visitors –Mystery readers</p>
Possible Topics	All About Me	Celebrations/Colour	Superheroes/ Space	Pirates/Magic	Jungles	Once Upon a Time
Key Texts	<p><u>Nursery Rhymes</u> Twinkle Twinkle Baa Baa Sheep Humpty Dumpty Incy Wincy Spider Hickory, Dickory 1,2,3,4,5 ... Fish This Old Man</p>	<p><u>Harry –and His Bucket full of Dinosaurs</u> WOW: Buckets and dinosaur small world</p> <p><u>Oi Frog</u></p> <p><u>The Grand Old Duke of York</u></p> <p><u>The Christmas Story</u> WOW: Elf on the shelf</p>	<p><u>Supertato</u> WOW: Trapped Veggies</p> <p><u>Whatever Next</u> WOW: Suitcase, boots, box, wellies etc</p> <p><u>Alien's Love Underpants</u> WOW: Pants everywhere</p>	<p><u>Mr McGrew Wants You For His Crew</u> WOW: Pirate Ship Building</p> <p><u>Room on The Broom</u> WOW: Potion Making</p> <p><u>Monkey Puzzle</u> WOW: Jungle Johnathan</p>	<p><u>The Gingerbread Man</u> (Journey/baddy/Sad End) Hook: FX guru and making gingerbread.</p> <p><u>The Little Red Hen</u></p> <p><u>Sam Plants a Sunflower</u> WOW: Cress heads</p>	<p><u>The Three Billy Goats Gruff</u> (Defeat Monster) Hook: Troll footprints trashed classroom</p> <p><u>Billy's Bucket</u> Hook: buckets everywhere</p>

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Supporting Texts	<i>What Makes Me a Me?</i> <i>Have You Filled a Bucket Today?</i> <i>Leaf Man</i> <i>All Are Welcome Here</i> <i>The Best Sukkot Pumpkin Ever</i> <i>The Last Leaf</i>	<i>Stick Man</i> <i>Owl Babies</i>	<i>The Man on the Moon</i> <i>Oliver's Vegetables</i> <i>Goodbye Autumn, Hello Winter</i> <i>The Smeds and the Smoos</i>	<i>Use Your Imagination</i> <i>Rumble in the Jungle</i> <i>Monkey Puzzle</i> <i>Tinga Tanga Tales</i> <i>Dear Zoo</i>	<i>The Tiny Seed</i> <i>Jasper's Beanstalk</i> <i>Jack and The Beanstalk</i>	<i>The Troll</i>
Writing	WRITING ACTIVITIES <ul style="list-style-type: none"> My Family- drawing Name Writing Retell, order and write Incy Wincy (initial sounds/VC) Retell, order and write Humpty Dumpty (initial sounds) Letter formation practise Pencil Grip Assessments 	WRITING ACTIVITIES <ul style="list-style-type: none"> CVC Bucket Lists CVC Rhyming Lists Simple CVC Caption Writing Retell, order and write GODY (initial sounds/VC words) CVC Label Father Christmas Letter to Father Christmas Father Christmas captions Letter formation practise 	WRITING ACTIVITIES <ul style="list-style-type: none"> Holiday Writing (Recount) Wanted Posters Speech Bubbles Packing list for space Simple captions about what was seen in space. Letter formation practise CVC, CVCC & CCVC Alien description sentences Space Fact Writing Pencil Grip and letter formation Assessments 	WRITING ACTIVITIES <ul style="list-style-type: none"> Jungle Descriptions Animal Clues World Book Day Writing Letter formations Assess Potion Instructions ROTB Sequence and write ROTB Mother's Day Cards Letter to Pirate McGrew Label a pirate Imaginative writing 	WRITING ACTIVITIES <ul style="list-style-type: none"> Holiday Writing (Recount) Retell, order and write TGM. Retell, order and write TLRH. Instructions for planting cress Story writing Pencil Grip and letter formation Assessments 	WRITING ACTIVITIES <ul style="list-style-type: none"> Troll Posters Story Maps Retell, order and write TBG. Speech bubbles Letter's to new teachers Letter formation practise
Reading	WORD READING <ul style="list-style-type: none"> Hearing initial sounds Continue a rhyming string Matching rhyming pairs Oral blending PHONIC SOUNDS s a t p i n m d g o c k c k e u r h b l Tricky Words: I, the, is	WORD READING <ul style="list-style-type: none"> Oral blending and segmenting Blending VC and CVC words Oral blending CVCC PHONIC SOUNDS f l l s s j v w x y z z z q u c h sh th ng nk Tricky Words: he, me, be, we, she, into, no, go, to, of, has, his, her, as, and, put, push, pull, full	WORD READING <ul style="list-style-type: none"> Read simple CVC captions Recall alphabet song Oral blending CCVC PHONIC SOUNDS ai ee igh oa oo oo ar or ur ow oi ear air er Tricky Words: was, you, they, my, by all, are, sure, pure	WORD READING <ul style="list-style-type: none"> Read VC and CVC by sight Decode and read simple sentences PHONIC SOUNDS Review T1-3 - Longer words with double letters, words with -s /z/ in the middle, words with -es /z/ at the end, words with -s /s/ and /z/ at the end	WORD READING <ul style="list-style-type: none"> Read a range of texts appropriate to phonological level Read CCVC and CVCC words PHONIC SOUNDS Short vowels and adjacent consonants Tricky Words: said, so, have, like, some come, love do were here little says there when what one out today	WORD READING <ul style="list-style-type: none"> Confidently use phonics knowledge to decode and read effectively Read CCVCC Words PHONIC SOUNDS Long vowels and adjacent consonants (Phase 5) ay, oy, ea, ou Tricky Words: Review All
Comprehension	<p>Our Literacy curriculum in EYFS is the foundation to our children developing a life-long love of reading to be able to learn to read and then read to learn. Reading consists of two dimensions: language comprehension and word reading. Learning outcomes are ongoing and developed upon throughout the year and children are continuously monitored and assessed and any concerns are addressed. Children's comprehension skills progress from retelling parts of stories and to answering simple retrieval questions and retelling stories using vocabulary and language from the text. This then builds to making predictions about what will happen next, answering more complex retrieval and inferential questions as well as asking</p>					

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their own clarification questions and making links to their own personal experiences. This includes the comparison between fiction and non-fiction texts as well as an exploration of poetry using a range of various reading strategies throughout the year

<p>Mathematics Cardinality/Counting, Comparison and Composition</p>	<ul style="list-style-type: none"> Counting sounds/rhymes Introduce numicon and dice <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 10 1:1 correspondence when counting the same object 0-5, different objects and things that can't be seen. Count to give or collect an amount of items 0-5. Subitise 1-3 when arranged regularly Recognise numerals 0-5 Order numerals 0-5 Match numeral-quantity 0-5 Separates object, recognising amount is still the same 0-5 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Look at small groups of objects (up to 5) comparing which has more, which has less and which have the same. Comparing quantities of identical and non-identical objects. 	<ul style="list-style-type: none"> Number of the week Introduce 5 frames <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 20 1:1 correspondence when counting the same object and different objects 0-10 and things that can't be moved 0-5. Count/collect an amount of items 0-10. Count to move along 0-6 Subitise 1-6 when arranged regularly Recognise numerals 0-10 Order numerals 0-10 Match numeral-quantity 0-10 Separates object, recognising amount is still the same 0-10 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Use language 'more', 'less' and 'fewer' comparing two groups. Explain unfair sharing Add/takeaway an object to find one more and one less than an amount to 5. Begin to identify smaller numbers with a number (0-5) e.g. 3 numicon is a 1 and a Begin to partition objects into two groups 	<ul style="list-style-type: none"> Number of the week Introduce 10 frames <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 20 Count forwards/backwards to 20 from different start points 1:1 correspondence with objects up to 20 and objects that cannot be moved 0-10. Count to move along 0-10. Order numerals 0-15. Recognise numerals 0-15 Match numeral-quantity 0-15 Represent numbers 0-10 using fingers and recourses. Recognise the number before and the next number to correct mislabelling <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Change unequal groups into equal groups e.g. 5 and 3 into 4 and 4 Predict one more and one less in stories, rhymes and songs Identify smaller numbers within a number (0-10) (7 and 3) Partition numbers into two pairs of numbers 0-5 beginning to use addition and subtraction language 	<ul style="list-style-type: none"> Number of the week Introduce frame dice <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 30 Count to 30 from different start points as well as in 10s to 100 Represent numbers 0-20 using resources Recognise numerals 0-15 Order numerals 0-15. Match numeral-quantity 0-15 Represent numbers 0-15 using fingers and recourses. Recognise numbers that are far apart, near to and next to each other Order numbers 0-10 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Find one more and one less in a variety of ways Partition numbers into two pairs of numbers 0-10 using addition and subtraction language Begin to recognise double numbers Partition numbers into more than two groups Recall number bonds for numbers up to 5. 	<ul style="list-style-type: none"> Number of the week 2s, 5s, 10s songs <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 30 forwards and backwards. Counting on or backwards from a given number 0-20. Recognise numerals 0-20 Represent numbers 0-20 using resources Order numerals 0-20. Estimate an amount to 10 Recite count in 10s and 2s Can recognise numbers 0-20 and understand their values of which is higher/lower. Order numbers 0-20 <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Recall some number bonds to 10 and double facts to 6. Recall halves of 6, 4, 2 Add and subtract using resources to combine two groups Partition numbers into two equal groups Begin to recognise odd and even numbers Begin to combine equal groups of 2, 5 and 10 	<ul style="list-style-type: none"> Number of the week Word problems <p>Place Value:</p> <ul style="list-style-type: none"> Recite numbers to 30 and beyond Recite count in 2s, 5s and 10s. Estimate number of objects in a group with increasing accuracy Recognise numbers to 20 or beyond and order them. Recall one more and one less to 10 at speed Find one more or one less than any given number 10-11. Recognise and discuss odd and even numbers <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> Recall number bonds to 5 at speed and some to 10. Add and subtract by counting forward/back on a number track or mentally. Problem solving discussion <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall double facts to 10. Recall halves to 10. Combine equal groups of 2, 5 and 10. Share equal quantities
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		that can be recombined to make the total				
Shape, Space and Measure	<ul style="list-style-type: none"> Construct with shapes Complete puzzles Make complete circuits Understand positional language to locate an object. 2D Shape sorting Continue an AB pattern Copy an AB pattern Join in with repeated refrains and anticipate key events/phrases. Order by size Use different language for specific attributes linked to length, weight and capacity 	<ul style="list-style-type: none"> Use positional language to describe an object's location/to direct actions Construct with structured and unstructured materials Name some 2D shapes Create own AB pattern Identify errors in AB patterns Spot unit of repeat Compare items longer, taller, shorter, heavier and lighter Use money language spontaneously in play Use time language in play 	<ul style="list-style-type: none"> Name 2D Shapes Name some 3D shapes Identify similarities in shapes Continue an ABC pattern Continue a pattern ends mid unit Make own ABB and ABC patterns Use awareness of comparison in estimating and predicting – making the right size bed for teddy etc. Explore coins 1p, 2p, 5p and 10p Understand before/after to sequence time socks/shoes etc. Begin the days of the week order 	<ul style="list-style-type: none"> Represent shapes - drawing map Understand capacity language Order 2 objects by capacity Identify errors in ABB patterns Symbolise unit structure of pattern Compare indirectly - which container will fill the tray quicker Recognise 1p, 2p, 5p and 10p. Recognise o'clock times linked to activities in the classroom Aware of short periods of time e.g. 1 minute, 3 minute and 5 minutes through use of timers 	<ul style="list-style-type: none"> Identify a shape from its properties Use positional language to describe their relative position Make a repeating a pattern around a square Make a pattern around a circle Spot patterns around us Make small amounts using known coins - 1p, 2p and 5p Recognise o'clock Recall the days of the week order Recognise relationships - Size and number of units: estimation station 	<ul style="list-style-type: none"> Use correct mathematical language including name and properties for 2D/3D shapes Make a pattern around a border with a fixed spaces Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Begin to recall months of the year
Communication and Language	<p>Communication and Language is ongoing and underpins all aspects of the EYFS curriculum. Learning Outcomes are an ongoing focus and they are linked to all aspects of learning throughout the year covering Listening, attention and understanding and Speaking opportunities. Children are given the opportunity to express their feelings, needs, wishes thoughts, ideas and interests. Children are able to talk about what has happened and what they are about to create or share their imaginative events as and when they wish. All communication is valued and encouraged through high quality adult/child interactions and new vocabulary is regularly introduced through literacy topics (see planning) and as needs are identified. This includes not only gaps but also opportunities to extend vocabulary. Children are continuously monitored and any concerns/gaps are addressed.</p>					
Personal, Social and Emotional Development	<p>All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year for Self-Regulation, Managing Self, and Building Relationships. Children are continuously monitored and any concerns are addressed.</p>					
	<ul style="list-style-type: none"> *Settling in *getting used to routines *Making friends *getting to know teachers and other children 	<p>SCARF Me and my relationships</p> <ul style="list-style-type: none"> *All about me *special people 	<p>SCARF Valuing Difference</p> <ul style="list-style-type: none"> *same and different *different families and homes 	<p>SCARF Keeping Myself Safe</p> <ul style="list-style-type: none"> *keeping my body safe *listening to my feelings 	<p>SCARF Rights And Responsibilities</p> <ul style="list-style-type: none"> *looking after myself and my friends 	<p>SCARF Growing and Changing</p> <ul style="list-style-type: none"> *changes *life stages *changing

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	<ul style="list-style-type: none"> *Changing for PE *stocking sewing, using tools safely *Firework safety <p>Books - <i>Starting school, Have you filled a bucket today?, Everyone Is Welcome Here</i></p>	<ul style="list-style-type: none"> *My feelings *Washing hands and keeping clean <p>Book - Colour Monster</p>	<ul style="list-style-type: none"> *kindness and caring *Life Education bus – keeping ourselves healthy and safe *workbench – using tools safely 	<ul style="list-style-type: none"> *people who help keep me safe Managing Self *Healthy Eating (link to The Enormous Turnip) *Keeping ourselves safe 	<ul style="list-style-type: none"> *caring for my environment *looking after money <p>Being My Best</p> <ul style="list-style-type: none"> *bouncing back *healthy eating *exercise and sleep <p>Managing Self</p> <ul style="list-style-type: none"> *Importance of exercise *Healthy eating 	<ul style="list-style-type: none"> *Meeting new teachers *Visiting new classroom *discussing changes/year 1 and how we feel <p>Managing Self</p> <ul style="list-style-type: none"> *Keeping ourselves safe
	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News	British Values/Picture News
Physical	<p>P.E (Teacher) Movement and Using Space</p> <p>GROSS MOTOR</p> <ul style="list-style-type: none"> • Climbing: outdoor equipment • Pushing, patting objects • Catching a large ball • Jumping two feet together • Hopping on one foot • <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Pencil grip/letter shapes • Threading & playdoh cutting • Funky fingers activities • Hold pencil between thumb and two fingers, no longer using whole-hand grasp 	<p>P.E (Teacher) Ball Skills</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Nativity & move rhythmically • Balancing • Moving freely- range of ways • Negotiate spatial awareness • Travel with confidence <p>FINE MOTOR</p> <p>Funky fingers activities</p> <ul style="list-style-type: none"> • Letter shapes & name writing • Dough-Disco • Scissor control • One-handed tools/equipment <p>Hold pencil near point between first two fingers & thumb.</p>	<p>P.E (Coach) Dance</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Climbing: Travel with confidence and skill around, under, over and through equipment • Skipping alternative feet <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/letter formations • Name writing – formations • Lower case correct formation • Dough-Disco • Scissor control • One-handed tools - precision Disco 	<p>P.E (Coach) Yoga/Large equipment and Athletics</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Travel with coordination and control • Begin to combine different movements • Moving freely- range of ways • <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/letter formations • Dough-Disco • Using tools • Scissor control • Accuracy and care – Drawing • Tripod grip – apply pressure 	<p>P.E (Coach) Dance/Tennis skills</p> <p>Swimming (teacher)</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Travel - coordination/control • Combine movements with ease and fluency • Use core muscle strength to achieve a good posture <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/handwriting • Dough-Disco • Scissor control • Static tripod - good control • Upper case formations 	<p>P.E Athletics (teacher)</p> <p>Swimming (teacher)</p> <p>GROSS MOTOR SKILLS</p> <ul style="list-style-type: none"> • Sports Day • Negotiate spatial awareness • Travel - confidence , skill, consideration for others <p>FINE MOTOR</p> <ul style="list-style-type: none"> • Funky fingers activities • Pencil grip/handwriting • Dough-Disco • Scissor control • Static tripod - good control • Upper case formations

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<p>Understanding the World</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Talking about families-writing book covers <p>The Natural World</p> <ul style="list-style-type: none"> • Autumn – changing seasons Leaf Man <p>Technology <i>Technology in our lives</i></p> <ul style="list-style-type: none"> • I pad photos • Completing simple programmes <p>Online safety: Smarty the Penguin</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Explore Diwali – Books The Best Diwali Ever, Little Glow, Rama and Sita, The Story of Hannukka, Eight Candles to Light • Africa – Link to Black History Month and Handa's Surprise <p>The Natural World</p> <ul style="list-style-type: none"> • Floating and Sinking/magnets <p>Past and Present</p> <ul style="list-style-type: none"> • Special box • Bonfire night – Guy F • Victorian day-compare-look at photos <p>Technology <i>Programming</i></p> <ul style="list-style-type: none"> • Codapillar – bee bots and bee bot app <p>Online safety: lined to apps children use</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Chinese New Year <p>The Natural World</p> <ul style="list-style-type: none"> • Ice balloons – Science <p>Past and Present</p> <ul style="list-style-type: none"> • RE link 'people who help us visitors' <p>Technology</p> <ul style="list-style-type: none"> • Programming scratch <p>Online safety: lined to apps children use</p> <ul style="list-style-type: none"> • Technology questionnaire 	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Fairtrade • Mothers' Day • People Who Help Us – RE link • Maps - Pirates - Compare Ilminster to the beach. <p>The Natural World</p> <ul style="list-style-type: none"> • Growing – seeds – taking care of seeds and plants <p>Technology</p> <ul style="list-style-type: none"> • Google Earth to compare countries • ICT: <i>handling data 2</i> count gather info and talk about findings <p>Online safety: lined to apps children use</p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Explore Ramadan • Maps - Pirates - Compare Ilminster to the jungle <p>The Natural World</p> <ul style="list-style-type: none"> • Looking after our World (RE link) • plastic/litter • Herne Hill trip <p>Past and Present</p> <ul style="list-style-type: none"> • History – The past – old photographs – growing and changes <p>Technology</p> <ul style="list-style-type: none"> • <i>multimedia 2 paint</i> <p>Online safety: lined to apps children use <i>ICT:</i></p>	<p>People, Culture and communities</p> <ul style="list-style-type: none"> • Special box • Transition to year 1/school • Explore Eid <p>The Natural World</p> <p>Compare Ilminster to other places</p> <p>Technology</p> <ul style="list-style-type: none"> • recording events – video sports day <p>Online safety: lined to apps children use</p>
<p>Religious Education (Understanding Christianity)</p>	<p>UC - Harvest 'What is Harvest?'</p> <ul style="list-style-type: none"> *Rainbow fish *Sharing with family *Sharing food 	<p>UC - Incarnation 'Why do Christians Perform Nativity Plays at Christmas?'</p> <ul style="list-style-type: none"> *What makes us special? 	<p>UC - Salvation – Easter 'Why do Christians put a cross in an Easter Garden?'</p> <ul style="list-style-type: none"> *The snail and the whale - heroes *Fiction/non-fiction hero *People who help us *Helping others 	<p>UC - Creation 'Why is the word 'God' so important to Christians?'</p> <ul style="list-style-type: none"> *Creation story – Jellyfish *Order/Act creation story *Ipad Walk – God's World *Looking after God's World 		

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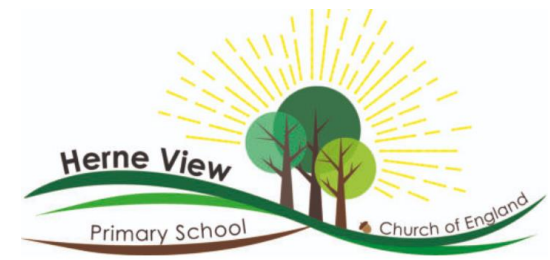


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	*Recount Harvest Festival	*Jesus healing the blind *Read/order nativity *Perform a nativity	*Making the right decision / wrong decision *Easter Story *Shrove Tuesday - Pancakes *Meaning of the cross - Stain Glass Windows, Easter gardens, Easter Prayer - Perform Easter Service	*Hand Print Word – 'I promise to..' *10 Commandments *The Precious Pearl – Decorating names. *The Lord's Prayer *Charities of the world		
Expressive Arts and Design	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive	Being Imaginative and Expressive
	<ul style="list-style-type: none"> Exploring the sounds of different instruments/name instruments Charanga - Me! Singing Nursery rhymes Imaginative role-play based on own first-hand experiences. Build stories around toys Small World: Dolls House, Pirate Ship, Dinoland, Car Garage, Castle, Zoo, Ocean, Farm, Traintrack, Fire Station, Hospital and Police Station 	<ul style="list-style-type: none"> Nativity - singing and dancing Movement in response to music, singing familiar sounds Make up songs/ movements Represent ideas and build on their own experiences and vocabulary through role play. 	<ul style="list-style-type: none"> Music - Chinese Dragon Dance Simple representations of events, people and objects Explore music and instruments and they these can be played and changed Charanga -Our World 	<ul style="list-style-type: none"> Easter singing? Creating storylines or narratives in their play Links to drawings/artwork below Listening to traditional music from around the world: response 	<ul style="list-style-type: none"> Act out narratives for different Traditional Tales Music instruments over time Charanga - Big Bear Funk 	<ul style="list-style-type: none"> Explore and represent ideas, thoughts and feelings through music, dance, role play and stories.
	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	<ul style="list-style-type: none"> Self-portraits - pastels Family drawing -pencils Diwali - Candle Holder - Leaf Man Creations – Walter Mason artist study Construct a carnival float 	<ul style="list-style-type: none"> Firework Art- Jackson Pollock artist study Vegetable printing Poppy paintings – Local artist study Jane Morgan Rangoli patterns- chalk/pastels-artist study Ranbir Kaur Colour mixing 	<ul style="list-style-type: none"> Use tools for purpose Chinese New Year - Lanterns Mother's Day cards Mixed media collage – Jim Dine artist study – link to Valentines Observational drawings of spring flowers – pencils/pastels 	<ul style="list-style-type: none"> Easter cards and crafts Observational water colours of different spring flowers Construct with purpose in mind Use tools appropriately to create Create jungle collages Embroidery sunflowers Flower window sun catchers 	<ul style="list-style-type: none"> Easter cards Self-portrait - pencils Observational water colours of different spring flowers Select tools and techniques needed to shape, join and assemble different materials: 3D junk modelling bridges for trolls. 	<ul style="list-style-type: none"> Father's Day cards Recap previous artwork topics, warm, cool, bright and dark colours. Discuss the media we have used junk modelling, paint, crayons etc. Explore and represent ideas, thoughts and feelings through

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This curriculum overview is a guide to what will be seen in Early Years Foundation Stage, however this will change depending on the children's interests, ideas and their abilities whilst still maintaining a varied and rich curriculum.

		<ul style="list-style-type: none"> • Textiles: Christmas Stocking (designs/sewing/evaluations) • Use different construction materials & a range of tools • Join construction pieces together to build and balance • Christmas decorations and crafts • Autumn Veg observational drawing • Explore colour and colour mixing – artist study Kandinsky 			<ul style="list-style-type: none"> • Jungle animal paintings • Transient art – Andy Goldsworthy artist study. 	<p>design, technology and art.</p> <ul style="list-style-type: none"> • Weaving
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Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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.