

Reception Long Term plan/Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me & People Who Help Us 	Let's Celebrate! 	Around the world! 	Once Upon a Time... & Twisted Rhyme 	Amazing Animals! (Farm, Food and Growing) 	Fun at the Seaside! 
Focus topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family and other people's family Who helps me?	Celebrations Light and Dark Changes in the seasons Autumn	Winter Hibernation Climates Contrasting environments Where do you live? Homes and houses Customs around the world	Twisting tales The Magic Porridge Pot Signs of Spring Fantasy creatures The Great Outdoors Recycling	Farm Healthy Eating Growing Life Cycles Looking after plants Where does our food come from? Animals around the world Animal patterns Habitats	Underwater worlds Travel Transport Sea Creatures
'Wow' moments & Key Events	Transition Birthdays Harvest Autumn Trail Visits from people who help us Local area walk	Remembrance Day Halloween Diwali Guy Fawkes/Bonfire Night Nativity Hannukah Christmas Santa Visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Library visit Bird Watching week	Farm visit into school Caterpillar transformation Trip to TESCO Farmer visit Pony visit Poetry week Hatching eggs	Pirate Fun Day Otterspool visit Transition Healthy Eating Week World Environment Day Enterprise Week Sports Day
Focus Texts	Ruby's Worrry - Tom Percival The something - Rebecca Cobb A superhero like you - Dr Ranj	Star in the Jar - Sam Hay Confetti - Dean Etta Stick Man - Julia Donaldson	Bear's winter house - John Yeoman Juniper Juniper - Lizzy Stewart Li's Chinese New Year - Fang Wang	When will it be Spring? - Catherine Walters Little Red - Bethan Woolvin The Three Little Wolves and the Big Bad Pig - Eugene Trivizase	The Extraordinary Gardiner - Sam Boughton Animal poems The Very Hungry Caterpillar - Eric Carle	The Storm Whale - Benji Davies The Pirates Next Door - Jonny Duddle Somebody Swallowed Stanley - Sarah Roberts
Other Key Texts	Elmer The Great Big Book of Families The Gruffalo Oi Frog A friend for little bear That's not my name Have you filled a bucket today? Mixed	Sparks in the Sky – Twinkl Original One World Pete the Cat and His 4 Groovy Buttons The Christmas Promise Little Robin Red Vest Funnybones stories Rama and Sita The Jolly Christmas Postman Christmas Stories/Nativity Room for a Little One	This is How We Do It Can't You Sleep Little Bear? Cops and Robbers Home Owl Babies Little Red Riding Hood 3 little pigs Li's Chinese New Year	Billy Goats Gruff The gingerbread man Jack and the Beanstalk Goldilocks and the 3 crocodiles Cinderella is so annoying The Easter Story	Argh Spider! The Little Red Hen One Springy Day Gift for Amma (market day in India) The Wiggly	The Snail and the Whale How to be a Viking The Troll Who sank the boat Aesop's Fables Commotion in the Ocean



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Maths	Mastering Number -Subitising within 3, objects and sounds -Counting, Ordinality and Cardinality (counting skills) -Composition of 3 and 4 -Comparison of sets 'just by looking' -Language of comparison	Mastering Number -Counting, Ordinality and Cardinality – 'The five-ness of 5' -Comparison - matching -Composition – concept of 'whole and part' -Composition of 3, 4 and 5 -Counting, Ordinality and Cardinality – Match numerals to quantities within 10 -Verbal counting to 20	Mastering Number -Subitising with 5 (die patterns) -Counting, Ordinality and Cardinality (staircase pattern and one more) -Composition -focus on 5 -Composition – 6 and 7 as '5 and a bit' -Composition – comparing sets using 'more than, fewer than, equal to	Mastering Number -Counting, Ordinality and Cardinality (staircase pattern and ordering numbers) -Comparison – ordering numbers to 8 -Composition – Focus on 7, doubles, odd and even numbers	Mastering Number -Counting, Ordinality and Cardinality (counting larger sets and things that cannot be seen) -Subitising to 6 -Composition – '5 and a bit' and composition of 10 -Comparison linked to ordinality and trach games	Mastering Number -Subitise to 5 -Automatic recall of bonds to 5 -Composition of numbers 1-10 Review and assess comparison, number patterns and counting
RE	Branch 1 Creation and covenant HEAR God made our beautiful world and everything in it. God made me. BELIEVE God made me. God loves me. God loves everyone. God made the wonderful world. CELEBRATE The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world LIVE Look after me. Look after God's world.	Branch 2 Prophecy and promise HEAR Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). BELIEVE Mary had a baby called Jesus. Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him. CELEBRATE Advent wreath. The tradition of the crib. Nativity celebration. LIVE Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.	Branch 3 Galilee to Jerusalem HEAR The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold). BELIEVE Jesus was born for everyone. The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone. CELEBRATE The Glory Be is a special prayer. That the Church prays the 'Glory Be' as a response to the coming of Jesus. LIVE Show love to everyone like Jesus.	Branch 4 Desert to garden HEAR Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). BELIEVE Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate. CELEBRATE Simple signs of Lent – colour purple, seeds, growing. Simple signs of Easter – colour white, growth, Easter Garden. LIVE Care for others. Celebrate with signs and symbols – hot cross buns, garden growth, Easter eggs.	Branch 5 To the ends of the Earth HEAR Jesus went back to his Father He sent a special friend, the Holy Spirit, to look after us BELIEVE The Holy Spirit is our friend. The Holy Spirit looks after us. CELEBRATE The parish church is a special place where we meet our friends. We sing and say prayers LIVE The parish church. We gather with friends at church, especially on Sunday	Branch 6 Dialogue and encounter Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding
PE	Fundamentals Unit 2 In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.	Gymnastics Unit 2 In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.	Dance Unit 2 In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.	Ball Skills Unit 2 In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.	Games Unit 2 In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.	Gymnastics Unit 2 In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.



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RHSE	<i>Journey in Love: The wonder of being special and unique (Social and emotional)</i> <i>Handmade with Love Story Sessions</i> <i>-I am me</i> <i>-Head, shoulders, knees and toes</i> <i>-Anti-bullying week</i> <i>-Road Safety Week</i> <i>-Ready Teddy?</i> <i>Additional PSHE elements:</i> <i>Class charter, Good to be Green, Black History Month, Bonfire Safety</i>	<i>Journey in Love: The wonder of being special and unique (Physical)</i> <i>-I like, you like, We all like</i> <i>-Children’s mental health week</i> <i>-All the feelings!</i> <i>-Let’s Ger Real</i> <i>-Growing up</i> <i>Additional PSHE elements:</i> <i>Internet Safety Day, Chinese New Year, Blue for Bobby</i>	<i>Journey in Love: The wonder of being special and unique (Spiritual)</i> <i>-God is love</i> <i>-Loving God loving Others</i> <i>-Me, You, Us</i> <i>-My Money Week</i> <i>Additional PSHE elements:</i> <i>Sports and Health week</i> <i>Transition</i>
During the academic year, year-group planning will also include the children’s interests. PLODs (Possible Lines Of Development) - ideas about how staff can move children's learning and development forward from things that we have observed them doing, will also be used and recorded in short term planning.			