

Reception- Curriculum Long Term Overview- 2023-2024 - *This long term plan will adapt and change across the year dependent on children's progress, interests and our developing understanding and use of the new EYFS framework and non-statutory guidance materials.*



	Autumn 1 Weds 6 th Sept – Thurs 19 th Oct 6 ½ weeks	Autumn 2 Tues 31 st Oct – Tues 19 th Dec 7 weeks	Spring 1 Thurs 4 th Jan – Fri 16 th Feb 6 weeks	Spring 2 Mon 26 th Feb – Thur 28 th Mar 5 weeks	Summer 1 Mon 15 th April–Thur 23 rd May 6 weeks	Summer 2 Mon 3 rd June – Fri 19 th July 7 weeks
Talk For Writing Text	Peace at Last	The 3 Billy Goats Gruff	Bear Hunt	The Gruffalo	Dear Zoo	The Little Red Hen
Topic Based Text	Owl Babies	Books linked to Diwali, Bonfire Night and Christmas	Handa's Surprise	Supertato	Yucky Worms	Commotion in the Ocean
Story Time Books	Pete the Cat – Rocking in my School Shoes The Colour Monster	Stick Man The Smed's and the Smoo's	Handa's Hen Where's My Teddy Emma Jane's Aeroplane Poles Apart	The Gruffalo's Child Zog	The Very Hungry Caterpillar Class 2 at the Zoo	The Rainbow Fish
Poetry Basket	Poetry Basket – 12 Autumn Term Poems with actions	Poetry Basket – 12 Autumn Term Poems with actions	Poetry Basket – 12 Spring Term Poems with actions	Poetry Basket – 12 Spring Term Poems with actions	Poetry Basket – 12 Summer Term Poems with actions	Poetry Basket – 12 Summer Term Poems with actions
Nursery Rhymes and Songs	-If you're happy and you know it -Head, shoulders, knees and toes -Open shut them -Tommy thumb -Wind the bobbin up (d/e) -Miss Polly had a Dolly -Rock a bye baby (d/e) -Wheels on the bus (c/d) -I'm a little teapot (c/d) -Name song	-10 Sparkling fireworks -Zoom zoom zoom -Its Diwali (Twinkl) -I'm a little Diva Lamp -Twinkle, twinkle little star -Jingle Bells -We wish you a Merry Christmas -When Santa got stuck up the chimney Nativity Songs	-Here we go round the mulberry bush -Teddy bear teddy bear turn around -The bear went over the mountain -Teddy Bear's picnic -The grand old duke of York (c/d) -Ring of roses (c/d) -Hickory dickory dock (c/d) -Wandering and weaving down the street (CNY)	-The Gruffalo Song -Jelly on the plate -10 fat sausages -Polly put the kettle on -One potato, two potato -Little Peter Rabbit has a fly upon his nose -Sleeping bunnies -5 currant buns	-Animal Fair -We're going to the zoo -The Lion and the unicorn -Down in the jungle -Incy wincy spider -Little Miss Muffet -There's a little caterpillar on a leaf -There's a worm at the bottom of the garden -Ladybird, ladybird fly away home -This is the beehive	-Old Macdonald had a farm -Mary had a little lamb -Chick, chick chick chicken -Hickety Pickety my black hen -Baa baa black sheep (d/e) -Row, row boat (c/d) -1, 2, 3, 4, 5 once I caught a fish alive -When I was One pirate song
Celebrations/Special Occasions <i>(Dates to be updated yearly)</i>	Autumn – 23rd September Harvest Festival Black History Month – October	Black History Month – October Bonfire Night- 5 th November Diwali – 12 th November Advent and Christmas Winter- 21 st December	Chinese New Year – 10 th Feb Shrove Tues (Pancakes) – 13 th Feb	World Book Day – 7 th March Spring – 20 th March Mother's Day – 10 th March Ramadan – Approx. 10 th March to 9 th April (Approx.) Easter -29 th – 31 st March	Eid Al Fitr – 9 th April (Approx.)	Father's Day – 16 th June Eid Al Adha- 16 th June (Approx.) Summer -21 st June
Experiences, events, visits or visitors	-Phased Start -Story times with key adults in school e.g. Head Teacher, School Cook, PE teacher, DH and AH's -Exploring our new school environment	-Autumn Walk – introduction to environmental area -Nativity Performance -Christmas Party -Visit from Father Christmas	-Winter Walks -Chinese New Year Dragon Parade (wear red clothes) -Start attending Mon and Weds assemblies	-Spring walks -Gruffalo hunt -The Evil Pea on the loose – hunt for the Evil Pea around school -Visit from the Easter Bunny -Visit to St Andrew's Church -Visit from the police linked to catching the Evil Pea or visit from a doctor/dentist linked to being healthy	-School trip to Hamerton Zoo -Mini beast hunt environmental area -Visit from a postman or delivery driver	-Summer walk -Sports Day -Move Up Day and transition work -Visit to the school kitchen for baking with Mary -Lead our own class assembly -Enterprise – raising money
Role Play Opportunities/Ideas <i>These are just ideas and may be changed due to children's interests or engagement. (Key for language development and PSED)</i>	Home corner – children should have access to role play areas/resources that link to home at all times. This may be a home corner set up or access to resources such as a cooker, plates and cups in the playdough area or through resources outdoors. It is vital that children are always able to role play what they know best. This also supports their historical learning, as they are likely to role play events from their own past or present.					
	-Home Corner	-Home corner- celebration links -Billy Goats Gruff Performance Area -Santa's Workshop	-Home corner -Cave or dark tent/sensory area? -Chinese Restaurant	-Gruffalo Café -Fruit and Vegetable shop -Superhero HQ	-Post office -Vets -Creepy Crawly Café	-Bakery -Gym (sports day prep) -Pirate Ship

Literacy: Reading & Phonics – Read, Write Inc. and Pre-Phonics skills <i>(Including C&L, Literacy and PD links)</i>	Developing a love of books and reading: Children will listen to stories in school regularly as part of shared reading. Stories will be used to engage children in extended conversations and learn new vocabulary- particularly if a text is used for ‘Talking through stories’. Children will have constant access to books in their environment. Children will take home story books each week to share at home with their family, once ready they will take home phonics books matched to their level. Children will be expected to record 5 reading nights a week in their diary. Children will learn about the 5 key concepts of print during play and story time: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing.					
	RWI speed sounds- Whole class sessions to be taught daily from the first full week. Pre-phonics skills embedded in the sessions.	RWI assessments- children grouped by ability across Reception.	RWI assessments- children grouped by ability across Reception and KS1.			
Literacy - Pre-writing and Letter Formation <i>(Links to PD, particularly fine motor, and Literacy)</i>	Children will have continuous access to resources that promote fine and gross motor movement and coordination e.g. scissors, tweezers, playdough and tools, chalk, paint brushes, drawing materials, malleable play etc. Children will be encouraged to use large gross motor movements to make marks outdoors and to adapt the size of these movements when using paper indoors. During the year children will have access to play park equipment, parachutes, climbing frames etc. to ensure their muscles are well developed.					
	Progress tracking – Pencil grip to be observed and recorded at least every half term and children targeted depending on their needs.					
Talk for writing <i>(Links to Comprehension, Communication and Language and Writing)</i>	Squiggle While You Wiggle – If necessary for year group					
	Dough Disco					
	Handwriting patterns					
	Fine motor control groups – identified by pencil grip charts					
	Name writing steps followed and name writing books					
	Letter formation					
Peace at Last- Simple retelling of the story learnt together as a class using a story map.	Recorded work: -Record of the child’s retelling made by adult transcription/recorded for seesaw	The Three Billy Goats Gruff- Simple retelling of the story learnt together as a class using a story map.	We’re Going on a Bear Hunt- Retelling the story using a story map. Beginning to model innovation.	The Gruffalo- Retelling of the character description section of ‘The Gruffalo’ using a story map. The section that starts, ‘But who is this creature...’	Dear Zoo- Retelling the story using a story map. Innovate the story together to share ideas.	The Little Red Hen- Retelling the story using a story map. Innovate the story together to share ideas.
Recorded work: -Record of the child’s retelling made by adult transcription/recorded for seesaw	Recorded work: -Record of the child’s retelling made by adult transcription/recorded for seesaw -Acting out the story	Recorded work: -Children to create their own story maps with simple symbols and some initial sounds -Simple innovations onto pre-drawn story maps begin with main character, extend to settings	Recorded work: -Labelling the features of the Gruffalo using initial and dominant sounds -HA extended with simple sentences e.g. He is brown. He has tusks.	Recorded work: -Create a class book, children to create a page each. (Innovating by creating their own animal)	Recorded work: -5 finger written retell of the story	
Literacy – Topic Book Links <i>(Links to PD, particularly fine motor, Literacy and EAD)</i>	My family picture and labels	Firework pictures and initial sounds for labels e.g. pop, bang, whizz	<i>Progress Tracking</i> - Holiday News	<i>Progress Tracking</i> -Holiday News	<i>Progress Tracking</i> -Holiday News	<i>Progress Tracking</i> - Holiday News
<i>Name writing 5 x per year on progress tracking sheets</i>		Writing lists for Santa –Initial sounds and extend to CVC	Handa’s Surprise Zig Zag books- ordering pictures and writing at their level	Evil Pea Wanted posters	Worm fact files	Recipe writing
			Recount of trip to the church	Wormery instructions	All about me for their new teacher	
Maths- Number Sense	Maths opportunities will be built into daily school life. Each morning will start with Calendar Maths. Children will have opportunities to build upon Maths skills taught by accessing the same resources in the Maths area during choosing time. Resources that promote and develop Maths skills will appear throughout the environment e.g. tape measure in construction, money and clocks in the role play area when appropriate.	Self planned – spatial reasoning, Construction and 3D shapes	Self planned – spatial reasoning, 2d shapes and shape puzzles	Self planned – pattern	Self planned – spatial reasoning, symmetry, (including shape puzzles and construction	Self-planned – measures
		Number: Subitising and quantities to 3 - Book 1: Subitising 1 – 2 Book 2: Subitising 1 – 3	Number: Subitising and quantities to 5 - Book 3: Subitising 1-4 (2 weeks) Book 4: Subitising 1- 5 Book 4: Subitising 1-5 (tens frame)	Number: Enumerating between 6 and 10 items - Book 5: Subitising 6-10 (2 weeks) Self planned – counting out up to 10 items from a collection	Partitioning 2, 3, 4, 5 and 10 and number bonds for these numbers - Book 6 and 7: partitioning 2 and 3 Book 8: partitioning 4 Book 9: partitioning 5 Book 10: partitioning 10 (2 weeks)	Composition of 6-9, and comparison of numbers to 10 - Book 11: composition of 6-9 (two weeks) Book 12: comparing numbers to 10 (two weeks)
						Pattern in numbers to 10 - Book 13: patterns in odd and even numbers Book 13: patterns in doubles Book 13: equal distribution Self- planned – pattern, spatial reasoning (maps and plans), measures

<div>Communication and Language <i>(Underpinned across all areas of learning and apart of all day to day teaching and learning)</i> <i>See Talk for writing below for further links to Language Development.</i> <i>Talking through story sessions linked to each half terms focus texts will further embed key vocab.</i></div>	<p>The development of children’s spoken language will underpin the learning across all curriculum areas. Adults will constantly be modelling language for children through stories, songs, role play, conversations, questions and discussions. During play adults will comment on what children are doing, provide a commentary of what is happening and sensitively ask questions that allow them to elaborate. During conversations adults will echo back what children say to them, adding in new vocabulary and sensitively remodelling any grammar or words that may have been misused through recasting. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.</p> <p>In order to develop children’s C&L skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</p> <ul style="list-style-type: none">-Take part in regular, fun, engaging story sessions. Listening to a range of stories across the year. As well as, taking part in singing regularly and be exposed to a range of songs, rhymes and poems.-Have access to familiar books and unfamiliar books in their environment to promote language through retelling and creating their own stories. Including non-fiction books, comics and magazines.<ul style="list-style-type: none">-Have access to role play areas and small world resources linked to familiar experiences, familiar stories or children’s interests to promote talk and new vocabulary.-Learn new vocabulary ALL the time. Within story sessions, snack time, whole class carpet times, free choice play, small group tasks, role play... With adults modelling new words being key!<ul style="list-style-type: none">-Take part in performances that include singing and speaking.-Learn to share ideas with and listen to a talk partner. Being encouraged to ask questions to their partner to find out more.-Share their thoughts, ideas, interests, experiences and opinions through whole class discussions, show and tell, sharing of home learning etc. Being encouraged to ask their own questions to find out more.<ul style="list-style-type: none">-Begin to develop their listening and attention skills in more formal setting e.g. assemblies, Phonics and visits from people from outside our school.					
<div>Personal, Social and Emotional Development <i>(Including C&L and UTW links)</i></div>	<p>PSED learning will be supported by all adults, across the year throughout each and every day. Adults will naturally model and teach PSED skills through play, language and carpet sessions. We will use the statements and supporting examples in Development Matters as a guide, particularly when a member of staff feels a child is not developing at the appropriate rate so that we can tailor the support they need.</p> <p>In order to develop children’s PSED skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</p> <ul style="list-style-type: none">-Access a wide range of resources independently within their learning environment. With a wide range of open ended resources and activities to allow them to develop their own ideas and set their own goals.<ul style="list-style-type: none">-Build secure relationships with other children and a range of important adults in school.-Get to know their wider school community through inviting them into the classroom for story times, visiting them and taking part in assemblies, PE and whole school events.<ul style="list-style-type: none">-Meet new people, to in turn build up their confidence around people they may not know. E.g. through visits from different people who help us.-Take on roles and responsibilities in class e.g. being the weather monitor, taking a lead in tidying up, being the line leader.-Take part in events such as sports days, school trips, performances that build their confidence in new social situations.-Learn to be Ready, Respectful and Safe in line with our Thorpe Motto and work together to create their own more personalised class rules and expectations.-Share their feelings in a comfortable, safe and secure environment that encourages them to be open to how they feel and learn about the feelings of others.<ul style="list-style-type: none">-Learn new vocabulary about feelings through discussions, stories and experiences.-Have opportunities to play games that involve turn taking and rules in pairs or small groups.-Take part in whole school PSHE based curriculum days in an age appropriate way e.g. Anti-bullying week and NSPCC Pants sessions					
	PSED Key Half Termly Focuses					
	Beginning and Belonging BFF	Family and Friends (Inc. Anti-Bullying) FFF My Emotions MEF	Identities and Diversity IDF Me and My World MWF	My Body and Growing Up BGF	Keeping Safe (Inc. Drug Education) KSF	Healthy Lifestyles HLF
	-Settling in -Building relationships with key adults and children -Learning the rules and routines of school -Making friends -Road safety – local area walk	-Understanding that everyone has similarities and differences -Respecting others -Confidence when speaking to and performing for an audience	-New rules and routines – joining assembly	-Making healthy choices -Looking after our bodies – links to brushing teeth -Staying safe outside of school when on a trip and new rules that accompany this -Road safety – walk to the church	-Staying safe outside of school when on a trip and new rules that accompany this – Zoo trip -Seat belt safety – links to using the coach	-Coping with changes linked to transition -Building new relationships – new teachers -Performing for an audience – sports day -Coping with winning and losing – sports day
<div>Physical Development <i>(Also supported through Pre-writing sessions)</i></div>	<p>Children have daily access to an outdoor area that provides a wide range of opportunities to develop their gross and fine motor skills. In this area children can practise skills over and over to improve their accuracy. Adults model skills such as throwing and catching during play and join in games with children, allowing them to give tips and support on how the children can improve. Within the classroom, resources such as playdough, malleable materials, scissors, mark making materials etc. are always available for the children to use. Children are supported to be independent in their self-care. Children access 2 PE sessions a week, led by PE specialist teachers. These take place either indoors and outdoors and are a chance for them to be directly taught a range of skills such as gymnastics, dance, ball skills and team games.</p> <p>In order to develop children’s PD skills, in line with the Statutory Educational Programs and the Development Matters supporting materials, children will be provided with opportunities to:</p> <ul style="list-style-type: none">-Access the outdoor area daily.-Ride scooters and caterpillar riders.-Use balls, bats, hoops, bean bags....-Access age appropriate climbing equipment.					

	<div>-Move at speed, in a range of ways in a safe environment.</div> <div>-Use a range of tools such as spades, rakes, sieves, buckets, watering cans....</div> <div>-Build/construct on a large and small scale</div> <div>-Collaborate with others to move large items e.g. tires, wooden blocks, crates</div> <div>-Access ribbon sticks, pompoms, streamers...</div> <div>-Dance to music and learn new movements, following different rhythms</div> <div>-Use scissors to snip and cut paper and have access to resources they can use to attach things together e.g. selotape, glue and spreaders, paper clips...</div> <div>-Access playdough and appropriate tools each day</div> <div>-Develop their pencil grip, control and pre-writing pattern skills in a range of ways. As well as learning to form letters correctly.</div> <div>-Dress and undress- including putting on and off their own coat, as well as wearing dressing up clothes or putting clothes on dolls.</div> <div>-Use the toilet and wash their hands independently. With support, guidance and parent partnerships formed for those children who are not yet able to do this themselves.</div> <div>-Have access to a range of healthy snacks and water each day and make choices about which snack to choose. Develop their cutlery skills if eating school dinners and eat a range of healthy food items.</div> <div>-Talk about keeping our teeth healthy and clean</div>					
PE Lessons	Social (Real PE) Ball skills Fundamentals	Personal (Real PE) Fundamentals Gymnastics	Creative (Real PE) Dance Invasion	Physical(Real PE) Invasion Send and receive	Cognitive(Real PE) Net and Wall Athletics	Health and Fitness(Real PE) Athletics Strike and Field
Understanding the World Experiences <div>These experiences are starting points and may adapt and change based on interests and fascinations.</div>	Children will have daily access to the outdoor area, in almost all weathers. The outdoor area includes a range of plants, which in turn attracts wildlife. Adults will ask questions of the children or make ‘I wonder if...’ statements to develop their curiosity and explorative skills. Natural materials will be included within the environment e.g. shells in the maths, wooden sticks in construction... at various points to open up children talking about the items, where they have seen them before etc. Conversations will take place throughout the year about families, home life and experiences and parents will be encouraged to share photos with us through Seesaw. Children will be questioned about their ‘past’ working on vocabulary linked to what they did at the weekend, in the holidays, yesterday etc.					
	Who is in my family? What comes out of an egg? Who is awake when it’s dark? Are all houses made of bricks?	What do you celebrate? How do we keep safe around fire? Technology – Using Ipads to take photos	Are all environments the same? What are maps for? What do I hear, see and smell when I am outside? Where in the world am I from? Technology – Beebots- learn to use controls and to follow a simple route	How do we keep ourselves healthy? Why should I not eat chocolate for breakfast? How do vegetables change when cooked? What would you find in the deep dark wood? Where do you go to pray?	How do we keep ourselves safe outside of school? How do letters get to my house? Does a kangaroo have a mother too? What do you know about mini beasts? How does your garden grow?	Where does bread come from? What shall we cook today? What will you find at the bottom of the ocean?
Expressive Arts and Design Experiences <div>(Links with C&L, Literacy, PD and UTW)</div> <div>These experiences are starting points and may adapt and change based on interests and fascinations.</div>	Children will have the opportunity to explore painting, drawing, dancing, singing, music, role play, small world, construction, cut and stick, modelling etc. throughout the continuous provision choices indoors and outdoors. Self-expression will be encouraged and admired, supported by children having access to a range of open ended resources. Adults will model new skills and techniques for children to then explore in their free play. Children will sing as a class regularly, learning a range of new songs.					
	Progress Tracking – Self Portraits Painted self portrait Owl art – different media Musical instruments – learning names of instruments, starting and stopping on command, playing loudly and quietly, playing fast and slow	Progress Tracking – Self Portraits Splatter painting for fireworks Diwali Cards Divas – salt dough or clay Christmas Cards Calendars Salt dough decorations Musical instruments – learning names of instruments, starting and stopping on command, playing loudly and quietly, playing fast and slow	Progress Tracking – Self Portraits Archimboldi – fruit faces. Making faces with real fruit to take photos and then sketch their picture from their photo Colour mixing – with liquid paints Musical instruments – tapping out repeated patterns and beats	Progress Tracking – Self Portraits Mother’s Day Cards – sentence starters Eid Art Work – colour washing with moon and stars Easter Cards and baskets Make their own Supertato/Super vegetables Musical instruments – tapping out repeated patterns and beats	Progress Tracking – Self Portraits Colour mixing – powder paints Salt dough mini beasts Still life painting – flowers Musical instruments – creating our own music and performing in small groups	Progress Tracking – Self Portraits Under the sea art work Father’s Day Cards – sentence starters Eid Cards Musical instruments – creating our own music and performing in small groups

