

**RECEPTION: Long Term Plan 2024-25 (Curriculum Overview)**  
**Curriculum will be adapted as required to meet children’s needs and interests.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Outside Inside	Knowing Yourself	Talents and Powers	Sowing a seed	Strength of Mind	Family and Friends
Communication and Language	<p>Communication and language underpins ALL learning in the EYFS. Adults model high quality spoken English and model full sentences to children. Daily opportunities and experiences are offered to children to develop their communication and language skills. Opportunities for talk and listening skills to be developed through experiences in an out of school. Daily opportunities to talk and listen through stories, songs, rhymes and conversations with peers and adults. Children have opportunities to speak to whole class on their birthday about their celebrations. Children take part in sharing assemblies, Christmas performances, each having the opportunity to speak to a larger audience including adults. Vocabulary acquisition available daily through high quality interactions with adults. New vocabulary being displayed on working walls and explicitly taught as below. Adults model taught vocabulary in interactions with children.</p>					
	<p>Opportunities for Communication and Language are available throughout the setting on a daily basis through whole class/small group teaching and through a creative and enabling learning environment. Adults model and use new and taught vocabulary when interacting with children.</p>					
Physical Development	Getting changed for PE Expectations during P.E. Walking/jumping PE Curriculum	Gymnastics	Ball skills	Gymnastics	Skipping. Dance/Ball skills	Sports Day activities. Games for understanding
	<p>Further opportunities are available for physical development daily through outdoor physical opportunities such as a climbing wall, climbing frame, physical activities trolley etc. Fine motor opportunities such as scissor skills, a variety of mark making tools and materials available daily.</p>					
Personal, Social and Emotional Development	TEAM	HEALTHY	RESPONSIBLE	INNOVATIVE	VALUED	EMPATHETIC
	<p>PSED is integral to Early Years practice. PSED is taught through regular circle times with a THRIVE theme, teaching and sharing class expectations. Identifying emotions on arriving to school each day and recording on the display (start Autumn 1 week 4)</p>					
Literacy	The Literacy Tree Writing Roots Where the Wild Things Are – Own version ‘wild thing’ narratives Labels, captions, oral re-telling, developing a new character Bringing the Rain to Kapiti Plain Tourist information leaflets Labels and captions, retellings, simple explanations	The Literacy Tree Writing Roots Look Up!  <b>Non-chronological reports</b> Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship’s log <b>Halibut Jackson</b> <b>Narrative sequels</b> Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	The Literacy Tree Writing Roots  The Magic Paintbrush  <b>Own version ‘overcoming’ tales</b> Thought bubbles, labels, oral re-telling, writing in role, thank you letters  Little Red  <b>Alternative character versions</b> Labels, notes of advice,	The Literacy Tree Writing Roots The Tiny Seed  <b>Advice leaflets</b> Labels and captions, advice, retellings, writing in role, narrative, letter  The extra ordinary Gardner  <b>Narrative inspired by the original text</b> Labels, letters of advice,	The Literacy Tree Writing Roots  My Shadow is Pink Innovated spoken rhymes Questions, notes of advice, instructions leaflets  The Night Pirates <b>How to be a pirate’ guides</b> Writing in role, letters, labels and captions	The Literacy Tree Writing Roots  So Much  <b>Own ‘So Much’ narrative poems</b> Past tense sentences, writing in role, performance/ narrative poetry  Oi Frog  <b>Own version rhyming narratives</b> Rhyming flipbooks, questions, captions and labels

**RECEPTION: Long Term Plan 2024-25 (Curriculum Overview)**  
**Curriculum will be adapted as required to meet children's needs and interests.**

			adverts	instructions, narratives		
<b>Phonics</b>	<p>Monster Phonics Term 1</p> <p>S,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,ff,l.ll.ss</p> <p>J,v,w,x,y,z,zz,qu,ch,sh,th,th,ng o ar</p> <p>HFW a, as, at ,in, it, is ,l an, and, am, dad, to, into, go, no, the, get, dog, can, got, on, not, cat, up, mum, put, had, oh, him, his, big, has, he, she, me, we, be, of, if, off, you, my, they. For, will, all, went, was, from, help, too, her, with, are, yes, them, than, that, this, said.</p>		<p>Monster Phonics Term 2</p> <p>Oo ow, ee, ur, ai, or, oa, er,igh, air, oi, ear, ure.</p> <p>HFW look, down, now, see, going, just, have, it's so, do come, some, were, one, like, by, when, little, what, day, away, play, children</p>		<p>Monster Phonics Term 3</p> <p>CVCC/CVC+/CCVCC/polysyllabic/CCC onset CCVCC+</p> <p>Your, here, saw, time, out, house, about, made, make, come, I'm, very, old, asked, called, looked, their, our, Mr, Mrs, don't, people, could</p>	
<b>Maths</b>	<p><b>White Rose Maths</b></p> <ol style="list-style-type: none"> <li>Match Sort Compare</li> <li>Talk about measure and patterns</li> <li>It's Me 1,2,3</li> <li>Circles and Triangles</li> <li>1,2,3,4,5</li> <li>Shapes with 4 sides</li> </ol>		<p><b>White Rose Maths</b></p> <ol style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and Capacity</li> <li>Growing 6,7,8</li> <li>Length, height and Time</li> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ol>		<p><b>White Rose Maths</b></p> <ol style="list-style-type: none"> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose.</li> <li>Sharing and grouping</li> <li>Visualise build and map</li> <li>Make connections</li> </ol>	
<b>UW Past and Present</b>	<p><b>Life in a Fairy Tale Castle</b></p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>		<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>		<p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Transition</p> <p>Recount school trip to Shepreth</p>	
<b>UW People, Culture and communities</b>	<p><b>Discovery RE</b></p> <p><b>Theme:</b> Special People      <b>Theme:</b> Christmas</p> <p><b>Key Question:</b> What makes people special?      <b>Key Question:</b> What is Christmas?</p> <p><b>Religions:</b> Christianity, Judaism      <b>Religion:</b> Christianity</p> <p><b>Christian concept:</b> Incarnation</p> <p>Celebrate festivals- Harvest, Guy Fawkes (5<sup>th</sup> November) Diwali, (31<sup>st</sup> October) Christmas,</p>		<p><b>Discovery RE</b></p> <p><b>Theme:</b> Celebrations      <b>Theme:</b> Easter</p> <p><b>Key Question:</b> How do people celebrate?      <b>Key Question:</b> What is Easter?</p> <p><b>Religions:</b> Hinduism      <b>Religion:</b> Christianity</p> <p><b>Christian concept:</b></p> <p>Celebrate Festivals- Chinese New Year, (29<sup>th</sup> January 2025) Shrove Tuesday,(4<sup>th</sup> March) Easter( 20<sup>th</sup> April 2025) Ramadan (28<sup>th</sup> February )</p>		<p><b>Discovery RE</b></p> <p><b>Theme:</b> Story Time      <b>Theme:</b> Special Places</p> <p><b>Key Question:</b> What can we learn from stories?      <b>Key Question:</b> What makes places special?</p> <p><b>Religions:</b> Christianity, Islam, Hinduism, Sikhism      <b>Religions:</b> Christianity, Islam, Judaism</p> <p>Celebrate Festivals – Eid (9<sup>th</sup>/10<sup>th</sup> April)</p>	
<b>UW The Natural World</b>	<p>Weekly trips to Woodlands.</p> <p>Environmental differences linked to Kapatī Plain</p> <p>Seasonal changes</p>		<p>Weekly trips to Woodlands, observing signs of change. Outdoor activities.</p>		<p>Weekly trips to Woodlands, observing signs of change. Outdoor activities.</p> <p>Weather activities linked to ice/rain/sun</p>	

## RECEPTION: Long Term Plan 2024-25 (Curriculum Overview)

**Curriculum will be adapted as required to meet children’s needs and interests.**

	Weather activities linked to ice/rain/sun Fruit and vegetable investigation – linked to harvest.	Weather activities linked to ice/rain/sun	Shadows exploration		
<b>Creative Development (Expressive Art and Design)</b>	Harvest songs, Christmas songs. Colour mixing, animal print painting, collage of wild things using different textures. Using natural resources e.g leaves, seeds, etc. for pattern, painting Skills – colour mixing, joining with PVA glue, using tape, printing	Easter/Spring songs Making whole class dragon Pastels/water colours/clay. Skills – folding paper, joining skills, using pastels, using water colours with a small brush, manipulating clay	Make/draw/paint animals in response to trip. Make puppets, - stick puppets, hand puppets, jointed puppets using split pins Joining techniques		
	Daily opportunities available for EAD through a creative and enabling environment. This includes a creative area and music and dance opportunities both indoors and outdoors. Songs and rhymes sung daily. Daily opportunities for role-play and small world play both inside and outdoors.				
<b>Trips &amp; Visitors</b>		HOTP day in the life of a fairytale castle		Trip to St Mary’s Church	Trip to Shepreth Wildlife Park

- Understand how to listen carefully and why listening is important.
  - Learn new vocabulary.
  - Use new vocabulary through the day.
  - Ask questions to find out more and to check they understand what has been said to them.
  - Articulate their ideas and thoughts in well-formed sentences.
  - Connect one idea or action to another using a range of connectives.
  - Describe events in some detail.
  - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
  - Develop social phrases.
  - Engage in story times.
  - Listen to and talk about stories to build familiarity and understanding.
  - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- 
- Use new vocabulary in different contexts.
  - Listen carefully to rhymes and songs, paying attention to how they sound.
  - Learn rhymes, poems and songs.
  - Engage in non-fiction books.
  - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.