

Reception Long Term Curriculum Overview

Topic	Autumn 1 <u>Marvellous Me!</u>	Autumn 2 <u>Celebrations and Festivals</u>	Spring 1 <u>Houses and Homes</u>	Spring 2 <u>Growth and Change</u>	Summer 1 <u>Journeys</u>	Summer 2 <u>Minibeasts</u>
<p>Early Learning Goals <u>Understanding the World</u> The World: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Compare similarities and differences between self and others, eye colour, hair colour, etc. Label the main body parts, look at and discuss the skeleton Discuss the main organs, e.g. heart, lung, where they are located in body and their purpose Identify the five senses and sense organs healthy lifestyles Talking about how family members have changed and memories of their childhood Children to recall personal memories, look at photographs and videos to stimulate discussion Online safety Audio – learn how to operate CD player, remote control toys and recording tins. Know how to use the play back and record function. Learn how to use the class interactive whiteboard – use a pointer or finger to move things around the</p>	<p>Observing changes that occur when baking Recalling how birthdays are celebrated in their own family or with friends Discussing and sharing information about celebrations (birthday parties, weddings, baptisms, Christmas, etc.) attended Finding out about how other people live in India (Diwali) – traditions, culture, locating India on a map, flag of India Comparing differences and similarities between environments and cultures Online Safety Using I-Pads and class computers. Name the main parts of a computer – screen, keyboard, mouse. Know that mouse and keyboard are tools for</p>	<p>Identify and compare the suitability of materials Explore different types of materials, e.g. straw, mud, sticks, feathers, etc. and decide which materials would be most suitable to make a house Look at the materials used to build own house, why do you think the windows are made of glass? Etc. Make careful observations Name and identify different materials Describe and discuss different materials Record and discuss findings Talk about different houses through time and how they have evolved. Compare and contrast different houses and homes focus on using the correct vocabulary to name and describe different types of houses. Look at alternative homes, e.g. houses on stilts, mud houses, canal barge, caravan, etc. Know own address and house type, e.g. detached, semi detached, etc. Look at building sites on Buckshaw Village, compare and contrast the different house types. Online Safety</p>	<p>Label a plant – stem, leaves, roots, petals Grow broad beans and sunflowers – learn what plants need to grow and how they grow Learn about lifecycles – butterfly, frog and chicken Explore and discuss changes in humans – order human growth – baby to adult Discussing how humans change – what were you like when you were a baby? What can you do now that you couldn't do in the past? Online Safety Use I-Pads to record storytelling. QR codes. Begin to use icons on desktop to navigate to specific websites and programs. Know that the internet can be</p>	<p>Compare, observe and discuss different types of weather and climates Use a weather chart to record weather What type of clothing do we need if the weather is.../if we visited ...? Discuss different types of water transport Explore how and why some things float Record findings on a simple grid How did people travel in the past? Use photographs and memories of familiar adults to find out about transport and travel Look at a world map, globe and google earth. Match flags to countries Discuss and share experiences related to visiting other places. Find out how places are similar and different Record comparisons using pictures and labels Explore what the weather will be like in other places How will you travel to....? Draw maps of local area Draw your journey to school</p>	<p>Talk about homes and habitats; how our homes have what we need in them such as food, shelter etc. Talk about how minibeasts need that too and use these minibeast and habitat pairs cards to support this Minibeast hunt to collect information about where minibeasts live, what they eat, etc. Record observations using pictures, labels, iPads, tally charts, etc. Create own habitats for minibeasts using resources found in the natural area Online Safety Using 2Paint to practice mouse and keyboard skills – make changes to colour, size, shape, etc. of images created. Use I-Pads and cameras to capture still or moving images. Begin to create simple pic-collages.</p>

Reception Long Term Curriculum Overview

	screen.	communicating with the computer. Learn how to use simple tools, such as, pen and rubber tools to create marks.	Use Google Earth to find out about the place we live I-Pads – photos and videos to find out information and learn new things. Use remote controls, mobile phones, walkie talkies in role play situations. Discuss the purpose of these devices; have you seen them anywhere else? What do they do? Do you know what this button is for? Etc.	used to find things out – use to find out about topic led learning.	Notice and discuss local landmarks Online Safety Learn how to program and control Bee-bots and remote controlled vehicles to follow specific paths and directions. Understand that computers can represent real or imaginary things, e.g. through role play apps and software tools.	
<p><u>Expressive Arts and Design</u></p> <p>Exploring and Using Materials and Media: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Paint self-portraits – select relevant colours and brushes</p> <p>Use different tools to draw lines and patterns</p> <p>Use different techniques, such as tearing, scrunching and ripping to create a collage of own face</p> <p>Mix paints to create ‘skin colour’</p> <p>Learn and recite new and familiar nursery rhymes.</p> <p>Experiment with different sounds both vocal and instrumental.</p> <p>Experience and respond to different types of sounds and music through movement, e.g. body sounds and rhythms.</p>	<p>Bonfire and firework painting – splat painting</p> <p>Autumn collages – use seeds and natural resources</p> <p>Leaf printing</p> <p>Use different types of papers to create a collage</p> <p>Stick man – use natural materials to create their own stick man</p> <p>Use natural materials in outdoor area to create Autumnal designs</p> <p>Making sandwiches</p> <p>Begin to listen and respond to sounds using body percussion and simple percussion instruments.</p> <p>Learn how to play</p>	<p>Artist outside: Kandinsky, Pollock, Paint pictures of own house – focus on details/features of the house, select and use appropriate tools – brushes, etc.</p> <p>Explore and mix different shades, colours and tints.</p> <p>Learn techniques – curling, joining and folding to enhance creative work</p> <p>Use a range of materials to create a house for a character.</p> <p>Use recyclable materials to design and create a house</p> <p>Using picture and photographs stimuli to build and construct houses using construction kits and wooden blocks</p> <p>Draw and label models to create own designs</p> <p>Learn how to use their voice to create different vocal effects, e.g. growling, squeaking, whispering, etc.</p> <p>Revisit familiar nursery rhymes</p>	<p>Artist outside: Van Gogh, Archimboldo</p> <p>Observational drawing of plants/flowers</p> <p>Printing using fruit and vegetables</p> <p>Learn how to copy a rhythm, e.g. clap, clap, stamp.</p> <p>Use percussion instruments to copy and create a simple rhythm.</p> <p>To explore and begin to compose a simple rhythm using pictures and objects.</p>	<p>Artist outside: Andy Goldsworthy and Richard Shilling’s Land Art</p> <p>Use recycled materials to make Making boats – design and make a boat using recyclable materials, testing them to see if they float. Evaluate models – how could you make it better? What worked well?</p> <p>To explore and begin to notice the difference between high and low sounds.</p> <p>Use visual images to represent pitch.</p> <p>Listen to less familiar music and notice high and low within the music.</p> <p>Use instruments such as a triangle and a drum to represent high and low.</p> <p>Follow a simple pictorial score representing high</p>	<p>Use clay and playdough to make minibeasts</p> <p>Use recycled materials and other resources, such as pom poms to create 3D spiders – select and use materials, tools and techniques. Focus on attaching and joining resources.</p> <p>Make own instruments (linked to music).3D minibeasts</p> <p>Learn Minibeast songs</p> <p>Practise playing familiar percussion instruments.</p> <p>Learn how to play less familiar instruments.</p> <p>Use instruments to respond to music, songs and pictures.</p> <p>Sort and organise instruments, e.g. wooden, metal, skin,</p>

Reception Long Term Curriculum Overview

		percussion instruments loudly and quietly, fast and slow. Learn Christmas songs, perform using actions.	and learn new rhymes, perform these in different ways, e.g. rap/chant, accompanied by an instrument, etc. Learn rhymes and songs about houses and homes		and low.	tuned, etc. Learn how to follow simple signals when playing instruments as part of a group. Play instruments to create different effects, e.g. slowly, quickly, loudly, quietly, etc. Use own instruments.
Physical Development	Ongoing: outdoor area – building, running, climbing, spatial awareness, co-ordination and control, gross and fine motor activities both inside and outside. Learning about healthy lifestyles and making healthy choices.					
Moving and Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Practice changing for PE. Safety whilst doing PE. Develop skills of spatial awareness. Learn how to travel in a variety of ways, e.g. running, hopping, jumping, walking, whilst negotiating obstacles. Learn how to change direction and speed. Becoming more independent with self-help skills and taking greater responsibility for their own things.	Learn about changes that happen to our bodies during PE. Learn about the importance of warm up and cool down sessions. Learn how to roll, throw and catch bean bags and balls. Develop skills in throwing towards a target. Understand the difference between under arm and over arm throwing.	Explore the dynamics when performing different movements, e.g. speed, dance style, timings, etc. Learn how to perform with a partner or in a group. Use imagination to develop dance movements. Link movements together.	Learn about balance and how we can use different parts of our body to help us balance. Develop control and coordination to hold a fixed shape or position. Learn how to roll in different ways, e.g. pencil roll, side roll, etc.	To use skills of travelling and balancing in conjunction with apparatus and equipment. To understand the importance of using equipment safely when balancing and travelling. Jump off equipment and land safely. Learn how to transport and store equipment safely.	To develop team building skills. Practice transporting and storing equipment safely. Explore, handle and interact with less familiar equipment, e.g. soft javelins, nets, etc. Develop further skills and increasing control when using equipment, through dribbling, pushing, patting, bouncing, throwing, catching, kicking, etc.
Health and Self-Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.						

Reception Long Term Curriculum Overview

<p style="text-align: center;">PSED</p> <p>Making Relationships: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self-Confidence and Self-Awareness: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>Ongoing: key person/circle time, feelings board, worry monster, PSED area in each classroom, books related to PSED, adults supporting children within the provision to develop PSED skills, notice areas that need focusing on and addressing issues promptly.</p>					
<p>Understanding basic emotions – happy, sad, angry and calm. Read the 'Colour Monster' book and make feeling jars. Learn how to access the classroom areas and resources independently. Emphasis placed on sharing and taking turns. Develop friendships and build relationships with adults and peers.</p>	<p>Continue to focus on emotions using the 'Colour Monster' book. Begin to learn strategies for dealing with different emotions and begin to talk about and understand how these emotions make us feel inside.</p>	<p>Provide opportunities for the children to talk about themselves. Learn how to listen and take note of the contributions, thoughts and feelings of other people. Discuss things that make us happy, sad, etc. and how we sometimes have to take on challenges that make us feel less confident. Focus on strategies that help us in difficult situations and when we feel strong emotions.</p>	<p>Building a growth mindset – the children are exposed to different fictional characters and their specific characteristics, e.g. not giving up, being curious and having a go. Use role play, songs and stories to focus on different scenarios and link to everyday issues in life. Teach and embed strategies for coping in different situations and overcoming issues.</p>	<p>Take part in the right start road safety programme. Learn how to keep safe on the roads, whilst crossing the road. Role play to support this. Keeping safe near railway tracks, water, strangers – stories, role play, videos, discussion.</p>	<p>Preparing to move into year 1. Discussion of feelings, worries and concerns. Learn strategies to cope with changes. Getting to know your new teacher activities.</p>	

Reception Long Term Curriculum Overview

<p style="text-align: center;">RE</p> <p><u>Understanding the World</u> People and Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p style="text-align: center;">I am Special and Harvest</p> <p>Talk about things that are the same/different in people. Think about who we are special to and how we are all special to God. Harvest – learn about how farmers grow and harvest food, taste fruit, veg and bread.</p>	<p style="text-align: center;">Special People and Christmas</p> <p>Talking about friends and families wedding celebrations Finding out about Advent and Christingle Learning about the Hindu festival of Diwali and how Hindu families celebrate Diwali Exploring the celebration of Christmas and why Christians celebrate this festival Discuss and compare differences and similarities between celebrations</p>	<p style="text-align: center;">Stories Jesus Heard</p> <p>Discuss who lives with the children in their homes. Talk about different types of families and how every family is special and unique. Encourage children to bring in photos of their family or to draw or paint pictures of family members. Listen to and discuss the following stories – Moses, Noah's Ark, Jonah and the Whale, Daniel and the Lion's Den Chinese New Year - how Chinese people celebrate</p>	<p style="text-align: center;">Stories Jesus Told Easter</p> <p>Listen to the following stories - The Sower, The Good Samaritan, discuss the meaning behind the stories, why did Jesus tell these stories. Listen and respond to the Easter story – retell and sequence events from the story.</p>	<p style="text-align: center;">Friendship Special Times</p> <p>Talk about why friendship is important, who are you friends? What makes a good friend? Learn about Jesus' special friends and how he choose them to be his helpers. Talk about how Jesus is our friend, how do we know this? What can we do to be a friend of Jesus?</p>	<p style="text-align: center;">Special Places Prayer</p> <p>Talk about places that are special to us – homes, school, park, etc. Why are these places special? Learn about special places such as Churches, Mosques, Temples, etc. How are they the same/different?</p>
<p style="text-align: center;">Role Play</p>	<p style="text-align: center;">Health Centre/Doctors Surgery Home Corner Kitchen (hut)</p>	<p style="text-align: center;">Shop Home Corner Restaurant/Café (hut)</p>	<p style="text-align: center;">Estate Agent Home Corner Builders Office (hut)</p>	<p style="text-align: center;">Vets Home Corner (Fairytale Cottage) Garden Centre (hut)</p>	<p style="text-align: center;">Travel Agents/Airport/Train Station Home Corner Police Station (hut)</p>	<p style="text-align: center;">Minibeast Laboratory Home Corner Ice-Cream Parlour (hut)</p>
<p style="text-align: center;">Curriculum Outcome</p>	<p style="text-align: center;">Visit from a health professional</p>	<p style="text-align: center;">Birthday Party Carol Service</p>	<p style="text-align: center;">Locality Walk Chinese New Year Party</p>	<p style="text-align: center;">Caterpillars</p>	<p style="text-align: center;">Walk to Buckshaw Parkway</p>	<p style="text-align: center;">Ugly Bug Ball Mere Sands Wood Trip</p>