**Reception Curriculum 2018-19 - Long Term Plan:**

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| **Autumn 2018:** | **Spring 2019:** | **Summer 2019:** |
| **Beside the Seaside, Beside the Sea:****UTW** – **Harvest:** Harvest of the Sea – Fishers of Men, Loaves and Fishes, Jonah and the Big Fish, Harvest Time celebrations. Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. **Autumn: Welly Walk.** Through first hand experiences children willtalk about the features of their own immediate environment whilst developing an understanding of growth, decay and changes over time.**Role play** – Lighthouse, Fishing Boat: In pretend play, children will imitate everyday actions and events from own family and cultural background. They will engage in imaginative role-play based on their own first-hand experiences whilst using language to imagine and recreate roles and experiences in play situations.**Visits** – Church, Sponsored Walk, Cobble Landing Visit, Autumn Welly Walk: Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values** – Rule of Law – Importance of rules in school: Children will experience working as part of a group or class. They will begin to understand and follow the rules. They will learn to adjust their behaviour to different situations and take changes of routine in their stride.**SEAL –** New Beginnings: Children will make and develop new friends whilst demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **Music –** Musical Workshops: Children will learn songs and make up simple songs. They will begin to create movement in response to music. | **Theme – Winter Wonderland:****UTW** **– New Year**, New Beginnings, Chinese New Year – Year of the Pig, Shrove Tuesday. Children know about similarities and differences in relation to places **Spring: Welly Walk.** Through first hand experiences children will talk about the features of their own immediate environment whilst developing an understanding of growth, decay and changes over time.**Role play –** Snow Globe/Winter Wonderland (JG), Bird Hide (SK), Chinese Restaurant & food tasting- central. In pretend play, children will imitate everyday actions and events from own family and cultural background. They will engage in imaginative role-play based on their own first-hand experiences whilst using language to imagine and recreate**Visits – Spring** Welly Walk in Glen Gardens, Bird Garden/Sanctuary, Memorial Garden. Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values –** Democracy – making decisions together. Children will be confident to speak to others about own needs, wants, interests and opinions.**SEAL –** Going for Goals. Children will be encouraged to explore and talk about what they are learning, valuing their ideas and ways of doing things.**Enterprise –** Chinese Dance & CraftsChildren use what they have learnt about media and materials in original ways, thinking about uses and purposes.**Music –** Musical Workshops: Children will learn songs and make up simple songs. They will begin to create movement in response to music.**SJT** – Chinese Dance Workshop Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | **Theme – All Creatures Great & Small:****UTW –** Ourselves, friendships and different communities. Children talk about the features of their own immediate environment and how environments might vary from one another. **Summer** walk to Glen Gardens Through first hand experiences children will talk about the features of their own immediate environment whilst developing an understanding of growth, decay and changes over time.**Talk for Writing** – The Three Little Pigs, The Wolf and the Three Bad Pigs, Little Red Riding Hood**Role play –** Tractor (JG), Construction Site (SK) In pretend play, children will imitate everyday actions and events from own family and cultural background. They will engage in imaginative role-play based on their own first-hand experiences whilst using language to imagine and recreate**Visits –** Trip to ballet, outdoor education day - tbc. Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values –** Mutual Respect and Tolerance. Aware of own feelings and knows that some actions and words can hurt others’ feelings.**SEAL –** Relationships. Children show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.**Enterprise –** Talk 4 Writing performance Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.**Music –** Musical Workshops: Children will learn songs and make up simple songs. They will create movement in response to music.**SJT** – Traditional Tales – storytelling & drama; Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| **Theme – Sparkle and Shine!****UTW** – Bonfire Night, Diwali, Christmas: Children will enjoy joining in with family customs and routines. They will recognise and describe special times or events for family or friends whilst knowing that other children don’t always enjoy the same things and are sensitive to this.**Introduce Talk for Writing** – actions only – The Enormous Turnip, The Little Red Hen.**Role play** – Bakery, Farm Shop: Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative with links made to The Little Red Hen and The Enormous Turnip – Talk for Writing focus.Christmas – Santa’s Workshop, The Stable.**Visits** – Tesco/Bakery, Smarts/Vegetable Shop, St. Johns Church, EBOR Filey – reading dogs. Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values –** Rule of Law – understand that rules matter: Shows understanding and cooperates with some boundaries and routines.**SEAL -** Getting on and Falling Out: Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.**Music –** Musical Workshop - Children will learn songs for the Nativity performance. They will begin to create movement in response to music. | **Theme – Eggsciting Times!****UTW–** New Life, Easter: Children will enjoy joining in with family customs and routines. They will recognise and describe special times or events for family or friends whilst knowing that other children don’t always enjoy the same things and are sensitive to this.**Talk for Writing** - Story mapping – Chicken Licken (JG), The Ugly Duckling (SK)**Role play –** Farmhouse/yard (JG), Pet Shop (SK) Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative with links made to Chicken Licken (JG), The Ugly Duckling (SK)**Visits /Visitors –** Farmer, Church, Library (WBD), Play Dale Farm. Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values –** Democracy – making decisions together. Children initiate conversations, attend to and take account of what others say. They can explain their own knowledge and understanding and ask appropriate questions of others.**SEAL –** Good to be Me. Can describe self in positive terms and talk about abilities.**Music –** Musical Workshop - Children will learn songs for the Nativity performance. They will begin to create movement in response to music.**SJT** – The Creation of The World – music and drama. Children represent their own ideas, thoughts and feelings through music, dance and stories. | **Theme – Ebb & Flow.****UTW** –Special times and Places**Talk for Writing** – Story writing – Charlie’s Bucket (JG), Sharing a Shell (SK)**Role play –** Ice Cream van (JG), Beach Shop (SK) Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative**Visits –** Beach – sandcastles, rock pooling, hut making, Outdoor Ed Day – Glen Gardens – Kim’s Trail, Orienteering. Use first hand experiences to inspire, engage and motivate children to think critically and make links in their learning.**British Values –** Individual Liberty – freedom for all.**SEAL –** Changes. Children adjust their behaviour to different situations, and take changes of routine in their stride.**Music –** Music Workshop – The Jigsaw. Children will learn songs for The Jigsaw performance. They will begin to create movement in response to music.**SJT –** Nautical - movement and danceChildren represent their own ideas, thoughts and feelings through music, dance and stories. |

**Phonics** starts with daily input from Autumn 1 following the Letters and Sounds programme. Phase 2 is covered over a 6 weeks’ period. The purpose of this phase is to teach at least 19 letters and move children on from oral blending and segmentation to blending and segmenting with letters. Phase 3 follows on over a further 12 weeks. The purpose of this phase is to teach another 25 graphemes, most of them comprising two letters (e.g. oa), so the children can represent each of about 42 phonemes by a grapheme. They will apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Phase 4 is covered over a 4-6 weeks’ period. The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. It must always be remembered that phonics is the step up to word recognition. Automatic reading of all words – decodable and tricky – is the ultimate goal.

**Reading** begins in Autumn 1 with shared reading, familiar and traditional tales being read daily, Guided reading sessions introduce children to reading strategies and this develops into individual reading books as children become ready. Guided reading groups continue all year alongside listening to individual readers.

**Writing books** are introduced in Autumn 1 to encourage children to give meaning to the marks they make as they draw and write. This will develop over the year with the aim to reach the Early Learning Goal; Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

**Handwriting** is introduced in Autumn 1 with fine motor and gross motor activities being a part of the daily routine. These activities will be extended to written letter formation as children become ready. This will enable children to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

**Maths** is based on coverage from the White Rose Maths Scheme of Learning and the Becoming a Mathematician document. Coverage over the Autumn term includes: Numbers; counting and recognition. Space shape and measures; 2d shapes, Space, shape and measures; money and Numbers; addition and subtraction. Coverage over the Spring term includes; Numbers; counting and recognition. Space shape and measures; size, weight and capacity, Numbers; addition and subtraction. Space shape and measures; 3d shapes, Space, shape and measures; time. Coverage over the Summer term includes; Numbers; counting and recognition. Numbers; addition and subtraction. Numbers: doubling, halving and sharing. Space shape and measures; position and direction.