

## Reception Curriculum 2020-21 - Long Term Plan:

Autumn 2020:	Spring 2021:	Summer 2021:
<p><b><u>A Sense of Place:</u></b></p> <p><b>UTW</b> - Children will begin to have their own friends and make new ones whilst exploring their new surroundings and enjoying new opportunities. As a class we will recognise and share special times or events for family or friends. We will talk about some of the things they have observed both in school and at home and will talk about why things happen and how things work. Children will develop an understanding of growth, decay and changes over time through a range of activities and first hand experiences.</p> <p><b>Autumn: Welly Walk.</b> This will take place in the school grounds as we explore how we belong to the school community. 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.</p> <p><b>Role plays</b> - Train station, Vets, Pet shop: 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. They will be able to begin to show interest in different occupations</p> <p><b>British Values</b> - 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.</p> <p><b>SEAL</b> - New Beginnings: Children will make and develop new friends whilst demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Once Upon a Picture:</b> Children will use a stimulating picture to develop their imagination and promote creativity. The pictures used will promote discussion and develop vocabulary.</p>	<p><b><u>Theme - Winter Wonderland:</u></b></p> <p><b>UTW</b> - Children will enjoy cross curricular activities inspired by celebrations around the world including, New Year 2021, Chinese New Year - Year of the Ox. Children will discuss the similarities and differences between places/events. They will engage in caring for the environment.</p> <p><b>Role play</b> - Percy the Park Keeper's Hut, Chinese Restaurant &amp; food tasting. 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.</p> <p><b>Visits</b> - Spring Welly Walk in 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 learning.</p> <p><b>British Values</b> - Democracy - making decisions together. Children will be confident to speak to others about own needs, wants, interests and opinions.</p> <p><b>SEAL</b> - Going for Goals. Children will be encouraged to explore and talk about what they are learning, valuing their ideas and ways of doing things.</p> <p><b>Enterprise</b> - Chinese Dance &amp; Crafts Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p><b>Music</b> - Musical Workshops: Children will learn songs and make up simple songs. They will begin to create movement in response to music.</p> <p><b>Once Upon a Picture:</b> Children will use a stimulating picture to develop their imagination and promote creativity. The pictures used will promote discussion and develop vocabulary.</p>	<p><b><u>Theme - Ebb &amp; Flow.</u></b></p> <p><b>UTW</b> - Special times and Places</p> <p><b>Talk for Writing</b> - Story writing - Charlie's Bucket, Sharing a Shell</p> <p><b>Role play</b> -Beach Shop/Ice Cream 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.</p> <p><b>Visits</b> - 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.</p> <p><b>British Values</b> - Individual Liberty - freedom for all.</p> <p><b>SEAL</b> - Changes. Children adjust their behaviour to different situations, and take changes of routine in their stride</p> <p><b>Music</b> - Musical Workshops: 'The Wellerman Song' Children will learn about rhythm and pulse through tapping and body percussion activities. They will begin to create movement in response to music.</p> <p><b>SJT</b> - Nautical - movement and dance. Inspired by and to extend sessions about 'The Wellerman' children will create and represent their own ideas, thoughts and feelings through music and dance.</p>

**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. – Elves station, weighing gifts, measuring paper to wrap gifts, writing labels for the gifts.

**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 – Start with a Story!**

**UTW**–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. These will include Shrove Tuesday and Lent. We will follow the Pilgrim Pathways resources as we journey through Lent to Easter.

**Talk for Writing / Mighty Writer** – Children will retell the story using actions, story mapping and mighty writer – The Three Billy Goats Gruff. They will extend this story to change one element of it to develop creative thinking.

**Role play** – Storytelling opportunities – Children will access a storytelling area with props to help introduce a storyline or narrative into their play. They will play alongside others who are engaged in the same theme, playing cooperatively as part of a group to develop and act out a narrative using the available props and resources to support them.

**Once Upon a Picture:** Children will use a stimulating picture to develop their imagination and promote creativity, discussion, develop language and vocabulary.

**RE** – Journeying in to Lent; Pilgrim Pathways will take pupils on a pilgrimage journey through Lent. Each item will encourage reflection and practical actions that can support pupils' wellbeing and happiness.

**British Values** – Democracy – making decisions together. Children initiate conversations, attend to and take account of what others say. They will be encouraged to explain their own knowledge and understanding and ask appropriate questions of others.

**SEAL** – Good to be Me. Children will have time to talk about their interests and hobbies. They will begin to describe themselves and their abilities in positive terms.

**Music** – Musical Workshop – 'The Wellerman Challenge', Children will tap the rhythm to the song. They will then begin to create body percussion movements to the song.

**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** –Construction Site- 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** – Trip to ballet, outdoor education day. 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.

**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, supplemented with 'Becoming a Mathematician' document, NCETM materials.

**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.

**Visits /Visitors** – We will endeavour to plan for visits and visitors as soon as is possible during the Coronavirus pandemic. Virtual options are being explored and included where possible. We will use these first- hand experiences to inspire, engage and motivate children to make links and engage in local and national events.