

## Long Term Plan Reception Class 2019 – 20

**Walsden St Peter's CE (VC) Primary School  
Foundation Stage – Reception  
Curriculum Overview (2019 – 2020)**

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Gruffalo	The world around me. Festivals Owl who was afraid of the Dark	Winter/Frozen Traditional Stories	Leprechaun Traps	Growing things/Minibeasts People who help us	The Farm
Hook/Driver/ Enquiry question	What is like in the deep, dark wood?	I wonder?	What is it like in winter?	How can we catch a Leprechaun?	Where can we find mini beasts? How do things/animals/insect grow? How have I changed?	Where does our food come from?
Enrichment	Family visits. Visit the school library. Autumn walk with our buddies. Changes Our homes and animal homes Harvest Festival at Church Owl visit Burnley Football Club	Diwali Advent and Christmas. Nativity Performance. Santa visit and party. Christmas Service at Church Dance Gruffalo's Child Theatre Trip Dance workshops	Chinese New Year Pancake Day How we celebrated Christmas.	Easter Service at Church. Mother's Day Leprechauns visit Spring Walk Balance Bikes	Planting and growing Tropical World Gordon Rigg's Garden Centre Visitors talking about their work/jobs Babies	Summer Walk Transition to year 1 Farm trip Healthy lifestyle week

*This overview provides you with an insight into your child's learning experiences throughout their reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of the EYFS. Through the continuous provision children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the Characteristics of Effective learning:*

**Playing and Exploring-Active Learning-Creative and Thinking Critically.**

PSED	Forming good relationships and including others in play i.e. sharing. Selecting own resources Communicating with peers and listening Aware of boundaries	Explains their own knowledge and asks questions. Takes on responsibility. Confident in different social situations. Aware of the feelings of others. Solving their own problems. Working as a group.	Finds compromise with peers Confident to speak about their own needs/opinions Understands their actions on others	Taking Turns Expressing preference of activity with reasoning. Knowing that some behaviour is unacceptable	Include the ideas of others in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.	Demonstrate sensitivity to other children and form positive relationships with other children
C and L	Can show some listening skills. Follow simple instructions. Understands the uses of the equipment. Can talk about what has happened.	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions. Follows 2 step instructions Using and because in sentences. Use language to support role play.	Can sit quietly during an activity Can listen and then complete an activity. Understands some humour. Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation. Links statements in an organised way.	Listens to stories and responds appropriately. Listens and responds to peers ideas. Listens to more complex instructions. Able to express themselves being aware of the listener	Responds appropriately to different situations Using tense correctly. Create their own narrative.
Physical Development	Spatial awareness/development of fine and gross motor skills/Pencil and scissor control/EYFS curriculum PD.					
	Moves freely using suitable spaces and speed. Draws lines and circles. Holding a pen correctly. Understands their own needs	Moves freely in a variety of different ways Uses scissors and other tools safely Show a dominant hand	Can stand on one foot Can catch a ball. Can write some letters and copy their name Experiments moving in different ways on	Demonstrates increasing control over objects Used tools to change to materials	Good control and coordination in large and small movement Understand the importance for good health of physical	Sports day and physical activities that are included within this using a variety of equipment.

	hunger/toilet/personal hygiene. Dresses with support. Knows equipment needs to be used safely.	Makes anticlockwise movement Understands the need for varied and healthy food.	equipment and jumps landing safely Manages own risk assessment. Helps to put away equipment correctly	Moving confidently Uses safety measures without direct supervision.	exercise, healthy diet and talks about different ways to keep healthy and safe	
Literacy Development and Talk for Writing stories	*showing an interest in books and environmental print *exploring stories and identifying favourites and sharing opinions *phonics developing segmenting and blending skills. *looking at grapheme/phoneme correspondence *giving meaning to marks and beginning to apply phonic skills *writes name, captions and labels	*joins in repeated refrains *hears initial sounds *can segment and blend with growing accuracy *links sounds to letters *gives meaning to marks to share and record ideas *beginning to write simple cvc words *beginning to use and apply phonic skills *uses recognisable letters	*describes main events, characters and facts *beginning to read simple sentences *can segment and blend accurately *links sounds to letters for more than half of the alphabet *writing high frequency words independently and with growing accuracy *attempts to write meaningful captions which can be read by themselves and others	*reads and understands sentences when reading *writes phonetically plausible simple sentences *some words are spelt correctly and others are phonetically plausible *can check their own work with growing independence and accuracy	uses punctuation to support fluency and expression when reading *can answer questions to demonstrate understanding when reading *write some irregular common words *punctuates their work with growing independence and accuracy *able to respond to shared experiences and reading within their writing *participates actively; offering and explaining their understanding *growing independence to apply text features more independently and write for a given	Reads phonetically regular words of more than one syllable as well as many irregular but high frequency words. *writes irregular words accurately *writes words which match their spoken sounds *words are spelt correctly/phonetically plausible *uses varied word choices to connect and extend their ideas *uses a range of ways to start sentences *uses a wider range of punctuation with growing
Mathematical Development	Use number in play Recognises numbers up to 5 and can count out the right number	Matching objects to numerals Starts to represent numbers Counting	Starts to find totals by combining One more/one less up to 5 then 10 Records work	Estimating More/fewer language Subtraction in	Estimating More/fewer language Subtraction in taking away Counting up to	Using a number line to count on and backwards to solve addition and

	of objects/actions Uses shapes in pictures	up to 10 and beyond Counting up to 10 objects Using positional language Uses shape in construction Creates patterns	with their marks Describes shapes 2D and 3D Orders items by length/weight/capacity Orders time sequence	taking away Counting up to 20 Ordering numbers to 20 Use time and money language Patterns	20 Ordering numbers to 20 Use time and money language Patterns	subtraction Doubling and halving Mathematical language to describe 3D shapes Using distance language
Understanding the World	Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique Comments about what they have seen/discovered in the world Investigates toys that use ICT or have moving parts	Recognises and describes special events and joining in with them They understand differences in different families Talks about how things work Knows how simple ICT works Uses age appropriate software. Understands familiar and different cultures – Diwali, Advent, Christmas	Knows that information can be selected from the computer Completes a simple program on the computer. Understands different cultures – Chinese New Year	Understands that children don't always enjoy the same thing Understands growth and decay Shows a concern for the living things Looks at patterns and change in the environment Understands that technology is all around us	Shows an interest in different occupation. Know about similarities/differences with environment /materials /living things/places	Make observation of animals and plants and explain why some differences have occurred
Expressive Arts and Design	Learning new songs Simple construction Using simple tools Familiar role play	Moving to music rhyme Exploring colour/texture to make pictures Sounds of instruments Joining in with a wider variety of role play Cultural	Repeated rhythms Movement to music Learning a wider variety of songs Constructing with purpose Expressive in art/drama/dance	Creating different textures Selecting a wider range of tools Introducing storylines to their role play	Adapting work when necessary Develop a narrative Experimentation with different textures	Children creating their own songs and adding their own music Creating their own art pieces and explaining them

		art - Diwali Remembrance Christmas				
Parental Partnership Activities	Welcome workshop Reception end of year expectations Parents morning workshops Termly assembly Transition into school	Christmas Nativity Showcase Assembly Bring a parent school day Phonics course Termly assembly	Parent readers Termly assembly	Maths workshop  Termly assembly	Reading workshop  Termly assembly	
Assessment	Baseline  X 3 short observations per child weekly.	X 1 long – 20 minutes per child one a4 side.  X 3 short observations per child weekly.  Check learning Journeys and provide 2 top 2 mid and 2 low to EY lead for moderation. (Pupil Progress)	X 3 short observations per child weekly.  Check learning Journeys and provide 2 top 2 mid and 2 low to EY lead for moderation (Pupil Progress)	X 1 long – 20 minutes per child one a4 side.  X 3 short observations per child weekly.  Check learning Journeys and provide 2 top 2 mid and 2 low to EY lead for moderation (Pupil Progress)	X 3 short observations per child weekly.  Check learning Journeys and provide 2 top 2 mid and 2 low to EY lead for moderation (Pupil Progress)	X 1 long – 20 minutes per child one a4 side.  X 3 short observations per child weekly.  Check learning Journeys and provide 2 top 2 mid and 2 low to EY lead for moderation (Pupil Progress)