




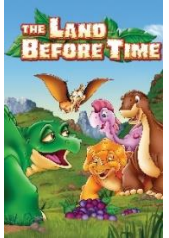


RECEPTION LONG TERM CURRICULUM PLAN – Use in conjunction with the CLP EYFS progression document



	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
	 <p>Meet Mini Me</p>	 <p>Once Upon a Time</p>	 <p>Welcome to Our World</p>	 <p>The Colours of Spring</p>	 <p>Castles and Kingdoms</p>	 <p>The Land Before Time</p>
Memorable Experiences	<p>Transition Tea Party Mr Strong's visit</p>	<p>Bonfire night (fire safety) Church Visits Teddy Bear's Picnic at the Juniors Stay and Play Library Visit Nativity</p>	<p>Church Visit Stay and Play Holi Day Post box walk</p>	<p>Church Visit Stay and Play Easter Day Farm Visit</p>	<p>Lulworth Castle Royal ball Stay and Play</p>	<p>Beach Trip Stay and Play Church Visit Art Week Sports Day</p>
COMMUNICATION AND LANGUAGE	<p>Children to communicate their basic ideas, thoughts and needs through the transition process. Planned opportunities for children to talk about themselves with others.</p>	<p>Listen to, discuss and retell a wide range of stories, including different versions of the same story, starting to use newly introduced vocabulary.</p>	<p>Children to explore different cultures, stories, traditions etc. sharing their own experiences of the world around them. Asking and answering questions about the world.</p>	<p>Children to participate in individual, small group and class discussions about shared stories and experiences.</p>	<p>Children to use new vocabulary in their play, discussions and work.</p>	<p>Increased opportunities for children to reflect on their year and how they have grown and changed. More time to be allocated to children sharing their own passions.</p>
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children to learn, know and follow school rules and routines. Children to be encouraged and supported to make independent choices.</p>	<p>Jigsaw Focus : Celebrating differences Children to recognise what makes them/others special and how it makes life more interesting.</p>	<p>Jigsaw Focus: Dreams and Goals Children to understand that small steps can help us achieve big things. Children to reflect on what they want to improve and achieve</p>	<p>Jigsaw Focus: Healthy Me Children to learn about what keeps us healthy, physically and mentally and why it is important to look after ourselves.</p>	<p>Jigsaw Focus: Relationships Children to understand what it takes to make, manage and maintain relationships with others.</p>	<p>Jigsaw Focus: Changing me Children to learn about their bodies and their bodies are their own. They will learn about how our bodies grow and change from birth to now, with some reflections on growing older.</p>
PHYSICAL DEVELOPMENT	<p>GMS: Pivots. Children to partake in lots of opportunities to develop their shoulder, elbow and wrist pivots. Children to be taught how to sit on the carpet. FMS: Opportunities to explore small tools with lots of threading and playdough activities available.</p>	<p>GMS: Fundamentals (<i>Get set for PE</i>) FMS: Lots of opportunities to use play dough to strengthen their fine motor movements in preparation for writing. 'Large' small tools to be used to develop pinchy grips.</p>	<p>GMS: Ball skills unit 2 (<i>Get Set for PE</i>) and Indian dance project FMS: More of a focus on our pinchy fingers, children to create Diva lamp and be taught the correct hold for small tools.</p>	<p>GMS: Gymnastics – Using large equipment safely and with increasing control FMS: Opportunities for children to use small tools with increasing control developing their tripod hold.</p>	<p>GMS: Games Unit 1 (<i>Get set for PE</i>) FMS: Focus on handwriting</p>	<p>GMS: Athletics FMS: Continued focus on letter formation with plenty of opportunities for children to apply their FMS control across the base.</p>

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<p>LITERACY <i>Reading and Comp</i></p>	<p>Read, Write Inc. All children to be taught Set 1 sounds together as a class</p> <p>Children to listen to well-known and loved stories they will have heard at home to support discussion with others.</p>	<p>Read, Write Inc. All children to be taught Set 1 sounds together as a class before being assessed and grouped.</p> <p>Traditional tales, children to learn about how stories are often structured and begin to use story words in their play and work</p>	<p>Read, Write Inc. Children to start using books to record words in from their speed sounds lesson.</p> <p>Children to hear stories from around the world and reflect on the similarities and differences of their own culture. Children to explore non-fiction books.</p>	<p>Read, Write Inc. In groups children to access reading materials matched to their phonetic knowledge. Most to be blending.</p>	<p>Read, Write Inc. In groups children to access reading materials matched to their phonetic knowledge. Most to be blending.</p>	<p>Read, Write Inc. In groups children to access reading materials matched to their phonetic knowledge. Most to be blending.</p>
<p>LITERACY <i>Writing</i></p>	<p>Children to have access to mark making throughout the setting. Teachers to scribe children’s own words in book and share these with the class to understand the purpose of writing. -Helicopter stories</p>	<p>Teachers to scribe children’s own words in book, focusing on retelling known stories and using story language. Children to begin recording parts that they have already mean taught and work collaboratively with their teacher. -Helicopter stories</p>	<p>Children to begin recording their own simple captions and phrases. Using picture prompts to support children creating own ideas that they have the ability to write. (ie. The cat sat on the mat)</p>	<p>Adult initiated writing opportunities to be increased with a greater focus on using more vocabulary.</p>	<p>Children to be encouraged to use their writing journals independently.</p>	<p>Children to be encouraged to use their writing journals independently.</p>
<p>MATHEMATICS</p>	<p>White Rose: Getting to know you - Time to play and talk to the children.</p> <p>White Rose 1: Just like me - Exploring pattern making and sorting</p>	<p>White Rose 1: It’s me 1, 2, 3 – Representing, comparing and the composition of number 1-3 including the shapes circle, triangle and square</p> <p>White Rose 2: Light and Dark – Representing the numbers 1-5, including 1 more/1 less, rectangles and time</p>	<p>White Rose 1: Alive in five – 0, comparing numbers and the composition of 4 and 5, mass and capacity.</p> <p>White Rose 2: Growing 6, 7 and 8 – Combining 2 amounts, making pairs, length, height and time</p>	<p>White Rose 1: Growing 6, 7 and 8 cont.</p> <p>White Rose 2: Building 9 and 10 – Counting, comparing and bonds to 10 including 3D shapes, spatial awareness and patterns.</p>	<p>White Rose 1: To 20 and beyond – Building numbers and counting patterns beyond 10 and spatial reasoning.</p> <p>White Rose 2: First Then Now – Adding more, taking away and Spatial reasoning cont.</p>	<p>White Rose 1: Find my Pattern – Doubling, sharing, grouping, odd and even including spatial reasoning cont.</p> <p>White Rose 2: On the Move – Deepening understanding, patterns and relationships in consolidation for year 1</p>
<p>UNDERSTANDING THE WORLD</p>	<p>Home</p>	<p>School</p>	<p>Community</p>	<p>Local area</p>	<p>History</p>	<p>School</p>
<p>EXPRESSIVE ARTS AND DESIGN</p>		<p>Nativity</p>	<p>Exploring materials</p>	<p>Exploring colour</p>	<p>Exploring Form Ball</p>	

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<p style="text-align: center;">RE</p>	<p>Children to spend this half term getting to know their peers and teachers, learning about their similarities and differences, how to celebrate and respect them.</p>	<p>Understanding Christianity</p> <p>The story of Christmas, learning that God is important to Christians and Christians believe Jesus was God's Son</p>	<p>Discovery RE: Celebrations</p> <p>Children to learn about Hinduism and how people celebrate.</p>	<p>Understanding Christianity</p> <p>The story of Easter, children to learn about the key parts of the Easter story and that Christians believe Jesus died to forgive our sins and help us to have a relationship with God.</p>	<p>Discovery RE: Story time</p> <p>Children to hear and discuss stories from different cultures and religions that teach us lessons.</p>	<p>Understanding Christianity</p>
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