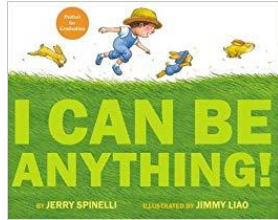
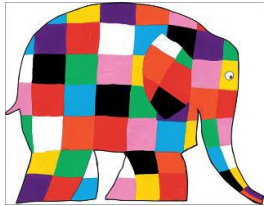
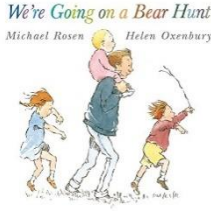
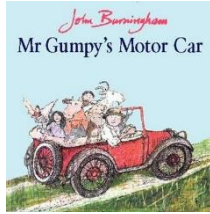
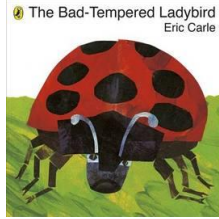
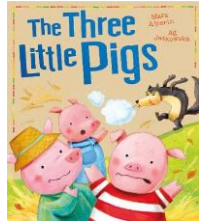




Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021
Journeying together with God.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and big questions	Settling In, All About Me Who looks after me? 	Colour, Pattern and Sound What is your favourite colour? 	Bears Would you like to go on a bear hunt? 	Wheels Why are wheels round? 	Minibeasts Are all minibeasts scary? 	Fairy Tales Who's afraid of the big bad wolf? 
Overview	Children will learn about playing with others and become familiar with the setting, the rules and the behaviour that is expected. They will think about their families and friends. They will begin to talk about their feelings and begin to learn how others may have different feelings to them. Children will also think about how they have changed since they were babies.	Children will demonstrate their knowledge of colours and experiment with colour mixing. They will use a wide variety of materials and objects to create their own patterns. The children will learn how to use simple instruments to make different sounds and rhythms and use body percussion to make music.	Children will listen to different stories about bears. They will retell the stories they hear. They will learn simple facts about bears. Baking bear biscuits and decorating them.	Children will hear different stories involving vehicles with wheels eg cars, buses, bicycles and trains. They will investigate different vehicles moving down ramps. They will use construction materials to build their own vehicles and ramps. They will make a sandwich for a journey.	Children will hear a variety of stories about minibeasts and investigate minibeasts in the school grounds, such as ladybirds, snails, and beetles. Children will also learn about the lifecycle of butterflies and earthworms. They will paint and decorate caterpillars and butterflies.	Children will hear traditional tales. They will join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Using different materials to build homes for the pigs. They will make porridge and taste it.
Literacy/ Phonics	Speaking in sentences Name writing	Speaking in sentences Name writing	Name writing	Name writing Rhythm and rhyme Alliteration	Name writing	Name writing

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Respect

Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021

Journeying together with God.

	Listening and sound discrimination Rhyming games (Self-portrait)	Listening and sound discrimination Sometimes gives meaning to marks as they paint and draw Making simple cards and lists (Christmas Cards)	Listens and joins in with stories and poems one-to-one and in small groups Story sequencing and retelling (eg We're Going on a Bear Hunt) Sometimes gives meaning to marks as they paint and draw	Making marks to record their findings/understanding Sometimes gives meaning to marks as they draw and paint (Mother's Day cards and making tickets)	Sometimes gives meaning to marks as they draw and paint Ascribes meanings to marks that they see in different places Hears and says the initial sounds in words	Ascribes meanings to marks that they see in different places Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sounds in words (Father's Day cards)
English Key texts	I Can Be Anything! I like myself – Karen Beaumont Harry and the Bucketful of Dinosaurs Non-Fiction – books about families Autumn books	Elmer books Brown Bear, Brown Bear what do you see Peace at Last The Nativity Story	Goldilocks and the Three Bears We're Going on a Bear Hunt Biscuit Bear – Mini Grey This is the Bear This is the Bear and the Scary Night This is the Bear and the Picnic Lunch	Mr Gumpy's Motor Car Duck in a Truck Magic Train Ride – Sally Crabtree Naughty Bus The Journey Home from Grandpa's – Jemima Lumley	The Bad-Tempered Ladybird The Enormous Caterpillar Spinderella – Julia Donaldson Billy's Beetle – Mick Inkpen	The Three Little Pigs The Three Gilly Goats Gruff The Enormous Turnip At School (ORT) Introduce the characters to the children
Maths	Numbers: Counting activities Representing numbers using fingers Shape, Space and Measure: Shapes and Sizes Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such	Numbers: Counting activities 1:1 counting Recognition of numbers in the environment Shape, Space and Measure: Patterns and 2D shapes Using shapes to create patterns Beginning to categorise objects according to size –	Numbers: Counting activities 1:1 counting Representing numbers using fingers Shape, Space and Measure: Positional Language Recognise and identify 2D shapes (curved and straight sides/lines, counting sides	Numbers: 1:1 counting Introduce numerals 1,2 – week 1 Introduce numerals 3,4 – week 2 Introduce numeral 5 and recap – week 3 Activities involving matching numeral and quantity Shape, Space and Measure:	Numbers: 1:1 counting Number recognition Matching numeral and quantity Shape, Space and Measure: Beginning to talk about the shapes of everyday objects Comparing the size of two objects	Numbers: 1:1 counting Number recognition Finds one more or one fewer than a group of 5 objects Find the total number of items by counting all the items Shape, Space and Measure: Comparing the size of two or three objects

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Respect

Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021

Journeying together with God.

	as mealtimes or home time	small, medium, large, big, little, tiny and huge Shows interest in shape by sustained construction activity or by talking about shapes or arrangements	Using shapes to create pictures	Recognise and identify 2D shapes		
UW	Seasonal change: autumn Keeping healthy P & C In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. TW Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. T Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car	Bonfire Night Learning about Christmas TW Ask questions about the natural world P & C Recognises and describes special times or events for family or friends. T Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements, or new images	Seasonal change: winter and hibernation TW Talks about why things happen and how things work P & C Shows an interest in the lives of people who are familiar to them T Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones	Looks closely at similarities, differences, patterns, and change The Easter story Seasonal change: spring T Knows how to operate simple equipment, e.g. turns on CD player and uses remote control Completes a simple program on a computer	TW Developing an understanding of growth, decay, and changes over time. TW Shows care and concern for living things and the environment T Programing Beebots.	Seasonal change: summer TW Can talk about some of the things they have observed such as plants, animals, natural and found objects P & C Enjoys joining in with family customs and routines T Completes a simple program on a computer
PD	M & H Putting coats and shoes on independently Run, jump, skip, and hop.	M & H Imitates drawing simple shapes. Draws lines and circles using gross motor movement.	M & H Using scissors safely and effectively M & H Uses simple tools to effect changes to materials	Making a healthy sandwich for a journey. HSC Shows some understanding that good practices with regard to exercise, eating, sleeping	M & H Developing scissor skills Using pencil with control HSC Shows some understanding that good practices with regard to	HSC Eats a healthy range of foods. Observes the effect of activity on their bodies.

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Discover

Respect

Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021

Journeying together with God.

	Moving safely with control HSC Personal hygiene Drawing Group activities	Drawing Group activities	HSC Understands that equipment and tools have to be used safely Baking biscuits Drawing Group activities	and hygiene can contribute to good health. Shows the understanding of the need for safety when tackling new challenges and considers and manages some risk. Drawing Group activities	exercise, eating, sleeping and hygiene can contribute to good health. Shows the understanding of the need for safety when tackling new challenges and considers and manages some risk. Drawing Group activities	M & H Jumps off an object and lands appropriately Uses simple tools, to effect changes to materials Using pencil with control Making porridge and tasting Sports Day practise Drawing Group activities
PSED	Following class rules Playing co-operatively, taking turns. Show confidence in asking adults for help.	Can usually adapt behaviour to different social situations and changes in routine.	Initiates play, offering cues for peers to join in. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Shows confidence in asking adults for help.	Aware of own feelings and knows that some actions and words can hurt others' feelings.
C&L	Interested in listening to stories, songs, rhymes Ask simple questions Talking boxes introduced (objects inside to describe and talk about)	Beginning to use more complex sentences to link thoughts Talking boxes continued (to encourage descriptive language and a wider vocabulary)	Questions why things happen and gives explanations Beginning to use more complex sentences to link thoughts. Understands use of objects (eg What do we use to cut things?) Responds to simple instructions	Responds to instructions involving a two-part sequence Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).	Beginning to understand 'why' and 'how' questions.	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall, and relive past experiences.
EAD	Self portraits	Christmas performance Christmas cards	Enjoys joining in with dances and ring games	Introduces a storyline or narrative into their play.	Observational drawings and paintings of plants	Building the pigs houses – joining materials

Nurture

Discover

Respect

Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021

Journeying together with God.

	Music: listening to and creating sounds and rhythms	Elmer pictures Colour recognition – collecting items of the same colour Animal patterns and printing Explores colours and how colours can be changed Explores what happens when colours are mixed Music: Musical patterns and singing	Introduces a storyline or narrative into their play - retell the story of 'We're Going on a Bear Hunt' through small world play Music: Exploring different musical instruments thinking about volume Singing	Manipulates materials to achieve a planned effect Mother's Day cards Music: Exploring different musical instruments thinking about keeping a beat, slowing down, and speeding up Singing	and minibeasts (enlarged photographs) Clay work – minibeasts Music: Creating music to represent different minibeasts eg bumble bees, ants, snails, and butterflies Singing	Builds stories around toys Introduces a storyline or narrative into their play Making finger puppets Father's Day cards Music: Moving to music Singing
Outdoor learning	Exploring the school grounds Gardening Natural art – portraits and 2D house pictures (eg sticks and grass)	Forest garden - autumn walk, searching for natural patterns and colours Gardening Natural art – making patterns and colour mixing with mud	Forest garden – winter walk and maths (ordering by size) Natural art – painting with natural materials and mud	Forest garden – maths in the garden finding shapes Gardening Natural art – weaving	Forest garden -Minibeast hunting Gardening Natural art - clay	Forest garden – building dens and summer walk Gardening Traditional Tales Outdoor Day Natural art – printing with natural materials
Curriculum enrichment	Senses week – sight and taste Harvest Black History Day	Senses week – hearing and touch International Day Children in Need Science Day	National Storytelling Week Anti-bullying Day	Traffic survey watching the vehicles on Hough Lane in small groups World Book Day Comic Relief World Autism Awareness Day	Minibeast Day Growing vegetables	Cinderella's Ball Sports Day games
Role Play area	Home corner Baby clothes shop	Opticians Christmas tree	A bear cave 3 Bear's home	Travel agents Train station	Creepy corner Minibeast investigation area	

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Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021

Journeying together with God.

Phonics:	Build up a repertoire of Nursery Rhymes and songs eg Jack and Jill, Hickory Dickory Dock, Baa Black Sheep, Mary Had a Little Lamb, Incey Wincey Spider, Old McDonald had a farm, Alice the Camel.	Aspect 1 General sound discrimination Aspect 2 Instrumental sounds Aspect 3 – Body percussion Aspect 4 – Rhythm and Rhyme Aspect 6 – Voice sounds within music and singing games	Aspect 1 General sound discrimination (environmental sounds) Aspect 4 – Rhythm and Rhyme – patterned stories Aspect 5 – Alliteration (aural phoneme recognition) Aspect 6 – Voice sounds	Aspect 1 – General sound discrimination (environmental sounds) Aspect 2 – Instrumental sounds Aspect 3 – body percussion Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration (aural phoneme)	Aspect 4 – Rhythm and Rhyme Aspect 5 – Alliteration (Introduce the children to ‘Silly Soup’ – children to join in with the song and start to listen for the sound at the beginning of words. Start with objects which start with the same sound so they can clearly hear that they start with the same sound. Work through the letters in order s, a, t, p, i, n).	Continue Aspect 5 – Alliteration Aspect 6 with children who are ready – Oral segmenting and blending (using sound talk – a robot voice).
Number: SSM:	Build up a repertoire of number songs eg One, two, three, four, five ..., 5 little men in a flying saucer, 5 Currant Buns, There were 10 in the bed, One two buckle my shoe etc. SSM – encourage an interest in shape and space by providing opportunities for the children to play with shapes and make arrangements with objects.	Continue to build up a repertoire of number songs eg 10 cheeky monkeys and 10 green bottles. SSM – introduce children to the language related to size eg through making objects to make patterns and begin introducing the vocabulary of shape eg straight, curved, corner, point, tall and simple 2D shape names). (Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’).	Continue to build a repertoire of number songs eg 10 fat sausages. Work on one to one counting – lining up objects, model good counting, and provide lots of opportunities for children to practise, objects to count in all areas. SSM - Rosie’s walk (story time) will support the use and understanding of positional language. Examples of vocabulary to use - in, on, next to, forwards, backwards, under, behind.	1:1 counting – arrays of objects up to 20. Provide different sized objects to count as well as objects that can’t be moved. Matching numeral to quantity – using shopping lists in role play, cake orders in play dough, counting objects to match a variety of numerals of different materials eg wooden, plastic, jelly numbers etc. SSM – feely back activities with shapes inside, continue to recap the vocabulary of shape,	Number recognition – lots of activities to recap, support and extend children’s number recognition from last half term. SSM – Talking about everyday shapes (round, straight, curved, solid, flat, square, circle, oblong triangle, corners, points etc). Using the shapes to make pictures and patterns and talk about what they have used. Ask the children to pass objects by describing them instead of using their name. Provide a	Finding the total number of items – counting all the items together. Remind the children they can line the objects up to count accurately. Find one more and one fewer (less) – teach the children how to add one more and take one away, then count all the objects altogether. Reinforce the language of size and comparing objects by size through the story –Goldilocks and the Three Bears, organising and sorting sized pompoms, compare

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**Bramley St. Peter's C of E Primary School
Reception Curriculum Long Term Plan 2020-2021**

Journeying together with God.

			Giving instructions for the children to following during drawing group.	especially circles and spheres, using the vocabulary of no straight sides, no corners.	variety of shape objects in role play, water, sand, and workshop.	size of clothes eg socks on a washing line.
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Phonics Additional information regarding Phase One - activities are arranged under the following seven aspects.

Aspect 1: General sound discrimination – environmental sounds	Aspect 4: Rhythm and rhyme
Aspect 2: General sound discrimination – instrumental sounds	Aspect 5: Alliteration
Aspect 3: General sound discrimination – body percussion	
Aspect 6: Voice sounds	

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