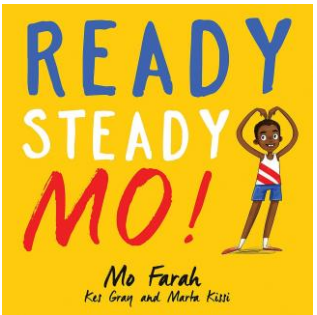
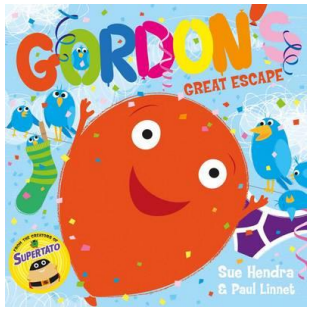
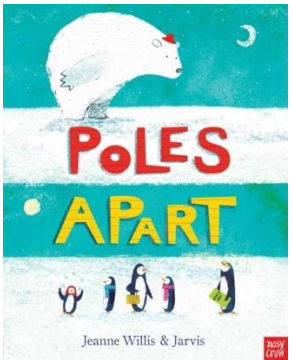
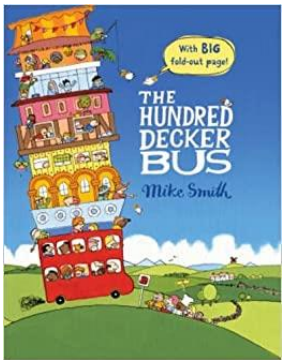
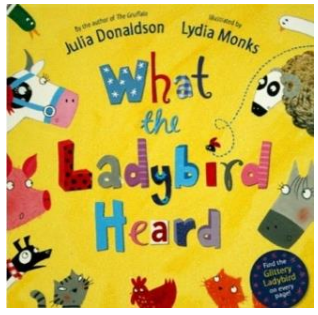
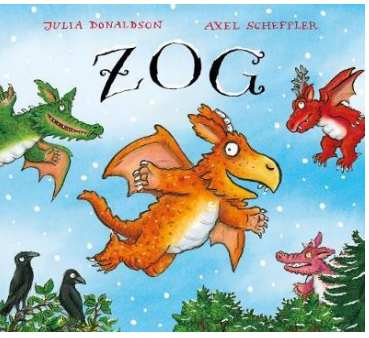





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Marvellous Me</b>  How can we make friends?	<b>Let's have a party!</b>  What do we celebrate?	<b>Poles Apart</b>  How are the arctic and Antarctic different?	<b>On our way!</b>  How will we get there?	<b>Down on the farm with Julia Donaldson</b>  What's it like inside an egg?	<b>Once upon a time</b>  Who lives happily ever after?
Overview	Children will consider what makes them special, how they are unique and how to be a good friend. They will build confidence within the setting, initiating conversations and asking for help when needed. Children will express themselves through being creative and using their imagination; painting a self-portrait and making an all about me book. Children will begin to recognise phase 2 sounds and tricky words and write their name clearly.	Children will demonstrate their understanding around different festivals and celebrations, talking about their own and others experiences. They will be encouraged to develop good listening skills and understanding of other traditions. Children will work part of a group to practise and perform a Nativity play, learning new songs and thinking about why Christmas is important to Christians. Children will plan their own Christmas party.	Children will explore where polar bears live and how it is different to where penguins live. There will be a focus on ice and water, investigating why some objects float and why some objects sink. Children will design and make a boat using a variety of materials and will be encouraged to talk about similarities and differences, patterns and change. Children will build confidence using different tools.	Children will listen to stories about different vehicles; bus, bike, plane, hot air balloon. We will go on a train ride to Eureka where we will explore the world of work, visiting the bank, post office, shops and garage. Children will be encouraged to ask and answer 'why' and 'how' questions and think about where they live. They will draw and label maps and explore shapes within the environment. Children will design and make a vehicle, becoming confident at assembling and joining materials together.	Children will learn about farmyard animals, showing care and concern for living things – hatching chicks. Children will become familiar with stories by Julia Donaldson, begin to understand more complex sentences and use phonics knowledge to write words and simple sentences. Children will become bakers, using new tools appropriately to make bread and learn about healthy produce and lifestyle. Children will use iPads to support their learning.	Children will wow everyone with their writing as they listen to and create their own stories about dragons, knights, fairies, princesses, giants, and pirates. As children get ready for Year 1 they will think about what makes a super sentence, using capital, letters, full stops and finger spaces. Children will talk about similarities and differences between themselves and confidently share their ideas and thoughts. They will then have their very own Cinderella ball to celebrate their amazing first year at school to reflect on their learning journey so far.
Books for topic	<ul style="list-style-type: none"> <li>What makes me a me</li> <li>Just Imagine</li> <li>You Choose</li> <li>The Colour Monster</li> <li>When I grow up</li> <li>Ready Steady Mo</li> <li>Ruby's Worry</li> <li>Max the Brave</li> </ul>	<ul style="list-style-type: none"> <li>Gordon's Great Escape</li> <li>Supertato Carnival-Castro Pea</li> <li>Norman the slug who saved Christmas</li> <li>Oh! Christmas Tree</li> <li>Cake</li> <li>Binny's Diwali</li> <li>Peppa's Diwali</li> <li>I am living in two homes</li> </ul>	<ul style="list-style-type: none"> <li>Supertato Evil Pea Rules (ee)</li> <li>Snowball</li> <li>Poles Apart</li> <li>The Girl, The Bear and the Magic Shoes</li> <li>Lost + Found</li> <li>Izzy Gizmo and the Invention Creation</li> <li>And Tango Makes Three</li> </ul>	<ul style="list-style-type: none"> <li>Mrs Armitage on Wheels</li> <li>100 Decker Bus</li> <li>The Train Ride</li> <li>The Way Back Home</li> <li>Emma Janes Aeroplane</li> <li>The Great Hot Air Balloon Adventure</li> <li>Coming to England</li> <li>The last stop on Market Street</li> <li>Daddy, Papa and Me</li> <li>Emma and Meesha My Boy; a two mum story</li> </ul>	<ul style="list-style-type: none"> <li>What the Ladybird Heard</li> <li>What the ladybird Heard Next</li> <li>A Squash and a Squeeze</li> <li>Egg to Chick</li> <li>Chicken</li> <li>The Little Red Hen</li> <li>Rosie's Walk</li> <li>Dear Zoo</li> <li>Worm loves worm</li> </ul>	<ul style="list-style-type: none"> <li>The Gingerbread Man</li> <li>Little Red Riding Hood</li> <li>Jack and the Beanstalk</li> <li>Zog</li> <li>The Princess and the Wizard</li> <li>Cinderella</li> <li>The princesses have a Ball</li> <li>Immanuel's Dream</li> </ul>
Literacy See writing MTPs	Give meaning to marks they make Break speech into words Join in with rhyme and repeated phrases Listens for initial sounds in words Read CVC words (phase 2)	Segment simple words and blend them together Writes initial sounds, CVC words and captions Segmenting and blending sounds in words Match rhyming words	Understand what a sentence is Recognise the number of words in a sentence Continue to write labels and captions Reading tricky words Read simple sentences Use vocabulary and forms and speech – experience from books	Write short sentences in meaningful contexts Use and write tricky words correctly Read an increasing range of books Know that information can be retrieved from books and computers	Use phonic knowledge to write words which match their spoken sounds Write some irregular common words Read and understand more complex sentences Use phonics knowledge to decode words – reading accurately	Write simple sentences which can be read by themselves and others Some words are spelt correctly and others are phonetically plausible Sentences include finger spaces, capital letters and full stops Demonstrate understanding when talking with others about what they have read



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	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 and 4	Phase 4
Phonics						
Maths 	<b>Week 1-3: Getting to Know You</b> Baseline Assessments Key times of day, class routines. Exploring continuous provision. Where do things belong? Positional language. <b>Week 4-6: Just Like Me!</b> Sort – Same/ different, colour, shape, size Compare amounts – more than, fewer than, equal Compare size, mass, capacity <b>Week 7</b> Consolidation	<b>Week 8-10: It's Me 1,2,3!</b> Introduce 0 and 1 Introduce 2 Introduce 3 Circle and triangles Positional language <b>Week 11-13: Light and Dark</b> Introduce 4 Introduce 5 Representing numbers to 5 1 more / 1 less Quadrilaterals and pentagons <b>Week 14</b> Consolidation – time related to number 5 and days of the week	<b>Week 1-2: Alive in 5!</b> Revise 0/ Composition of 4 and 5 Subitise and partition <b>Week 3:</b> Comparing mass <b>Week 4:</b> Comparing capacity <b>Week 5-6: Growing 6,7,8</b> Counting 6,7,8 Representing numbers 6,7 8 Partition/ subitise Making pairs	<b>Week 7-8: Growing 6,7,8</b> Combining 2 groups Comparing length and height <b>Week 9-11: Building 9 and 10</b> Introduce 9 & 10 Partition / subitise to 10 Comparing numbers to 10 Bonds to 10 <b>Week 12:</b> 3D shape Pattern Consolidation	<b>Week 1-3: On the Move</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) <b>Week 4-6 First, then, now</b> Adding more Taking away Spatial reasoning (2)	<b>Week 7-9: Find My Pattern</b> Doubling Sharing and grouping Even and odd Spatial reasoning (3) <b>Week 10-12: On the Move</b> Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping <b>Week 13-14:</b> Consolidation
PSED	More outgoing towards unfamiliar people Initiates conversations, listen to others Demonstrate friendly behaviour Keeps play going by responding to others Show confidence asking for help	Work part of a group or class, following the rules Understand what is unacceptable – aware of boundaries set Understand that own actions affect other people Welcomes and values praise	Children will play co-operatively, taking turns Form positive relationships with adults and other children Describe self in positive terms Negotiate and solve problems without aggression	Children will be confident to try new activities Adjust behaviour to different situations Find a compromise	Children will say when they do or don't need help Take account of others ideas Explain own knowledge and understanding	Children will be confident to speak in a familiar group, talk about their ideas, use resources correctly Show sensitivity to others needs and feelings
C+L	Show understanding of prepositions Understand use of objects Listens to others Follow directions/ instructions Use complex sentences (and, because) Retell past events	Follow a story without pictures Listen and respond to ideas expressed by others Understand 'why' and 'how' questions Builds vocabulary on their own experiences	Children listen attentively in a range of situations Children follow instructions Extends vocabulary, exploring the meaning and sounds of new words	Listen to stories, accurately anticipating key events Children ask and answer 'how' and 'why' questions Link statements	Use talk to organise, sequences, clarify thinking, ideas, feelings and events Children express themselves effectively Show attention to what others say, responding appropriately	Use past, present and future tense Develop own narratives and explanations Connect ideas
PD	Mount stairs, walk downstairs, run skilfully, catch and large ball and negotiate space Draw lines and circles Copy some letters from name Shows preference for a dominant hand Tell adults when they are hungry, want to rest or play Manage washing and drying hands	Use one- handed tools – scissors Experiment with different ways of moving Play racing games adjusting speed and changing direction Understand that tools must be used safely Usually dry and clean during the day	Show control pushing, patting, throwing, catching and kicking Use simple tools to effect changes Understand how to safely use resources and store them Observe the effects of activity on their body	Confidently use scissors Form recognisable letters to make words Show understanding of the need of safety when tackling new challenges (train station)	Use a pencil effectively to write letters which are correctly formed (cursive) Talk about balanced diet / try different fruits Practise appropriate safety measures without supervision	Show good control and co-ordination in large and small movements Move safely and confidently in different ways Use pencils effectively for writing Manage own basic hygiene Understand why physical exercise and a healthy diet are important
Interventions	<b>Pencil control</b> <b>Name writing</b> <b>Squiggle whilst you wiggle</b>	<b>Pencil control</b> <b>Name writing</b> <b>Dough Disco</b>	<b>Handwriting</b> <b>Drawing skills</b> <b>Squiggle whilst you wiggle</b>	<b>Handwriting</b> <b>Drawing skills</b> <b>Dough Disco</b>	<b>GLD writing</b> <b>Squiggle whilst you wiggle</b>	<b>GLD writing</b> <b>Dough Disco</b>

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<p>PE</p>  <p>Indoor and Outdoor</p>	<p><b>Locomotion:</b> Walking and Jumping</p>	<p><b>Dance:</b> Ourselves</p>	<p><b>Ball skills:</b> Hands 1</p>	<p><b>Gymnastics:</b> High, Low, Over, Under</p>	<p><b>Ball skills:</b> Feet</p>	<p><b>Attack V Defence:</b> Games for Understanding</p>
<p>RE</p> 	<p><b>Unit F4</b> Being Special Where do we belong?</p>	<p><b>Christianity Unit F2</b> <b>Incarnation</b> Why do Christians perform Nativity plays at Christmas?</p>	<p><b>Christianity Unit F1</b> <b>God/Creation</b> Why is the world so important to Christians?</p>	<p><b>Christianity Unit F3</b> <b>Salvation</b> Why do Christians put a cross on an Easter garden?</p>	<p><b>Unit F5</b> Which places are special and why?</p>	<p><b>Unit F6</b> Which stories are special and why?</p>
<p>UTW - People and Communities</p>	<p>Know some of the things that make them unique Recognise special times Enjoy talking about own family experiences</p>	<p>Talk about past and present events</p>		<p>Know that other children don't always enjoy the same things</p>		<p>Children know about similarities and differences between themselves and others, among families and communities</p>
	<p>Inspirational people: Mo Farah</p>		<p>Inspirational people: Lorna Simpson</p>	<p>Inspirational people: Bessie Coleman, Mai Jemison, Floella Benjamin</p>		<p>Inspirational people (linked to sport: Sports Day): Althea Gibson, Immanual</p>
<p>UTW - The World</p>		<p>Comments and asks questions – what, why, when do we celebrate</p>	<p>Looks closely at similarities, differences, patterns and change – slippery slopes experiment Talk about why things happen and how things work - Floating and sinking observations</p>	<p>Know about similarities and differences in relations to place, objects and materials – Where do we live? Explore local area. Talk about own environment and how environments might vary - Town or countryside? Sorting modes of transport into past and present.  Land, sea and air vehicles</p>	<p>Know similarities and differences in relation to living things - Farm animals Make observations of animals and show care and concern for living things - Chicks and caterpillars</p>	<p>Explain why some things occur and talk about changes</p>
<p>UTW - Technology</p> 	<p>Learn how to turn computer on and off. Find apps on iPad. Learn how to take a photograph.</p>	<p>Complete a simple computer program J2code - <b>paint</b> - make a Christmas Card.</p>	<p>Create a <b>Lorna Simpson</b> inspired picture. J2code – <b>write</b> – letter to pog (penguin) writing own name.</p>	<p>Use Dazzle to create a picture. J2code – <b>pictogram</b> – journey to school.</p>	<p>Use an iPad to record music, take pictures of animals J2code – <b>chart</b> – favourite animal.</p>	<p>J2code - <b>turtle</b> – coding Cinderella template.</p>
<p>EAD See provision and outdoor area planning for other EAD activities.</p>	<p><b>D.T:</b> <i>Exploring the D.T area and learning how to use one-handed tools safely</i>  Self Portraits Colour mixing <b>Alma Thomas inspired artwork</b></p>	<p><b>D.T:</b> Diwali candle – clay  Paper Mache a balloon / hot air balloon Christmas cards Firework pictures <b>Yayoi Kusana – Circle pictures</b></p>	<p><b>D.T:</b> Design and make a boat which can float toy figure  Make penguins and polar bears – playdough / clay</p>	<p><b>D.T:</b> Easter Cards (pop-up chick)  Making maps Make a vehicle – assemble and join materials Create simple representations of events, people and objects Mothers Day cards</p>	<p><b>D.T:</b> Make a musical instrument  Play alongside other children who are engaged in the same theme</p>	<p><b>D.T:</b> Making masks for role-play (link fairy tales)  Fathers Day cards</p>

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	<b>Music:</b> explore the different sounds of instruments Sings to self and make up simple songs	<b>Music:</b> loud and quiet, high and low Christmas performance - create movement in response to music	<b>Music:</b> beat and tempo Sing songs, make music and dance – experiment with ways of changing them	<b>Music:</b> use voice expressively and creatively Music and maths – 3D shape songs	<b>Music:</b> create music, record and reflect Initiate new combinations of movement	<b>Music:</b> use music to enhance year group performance Perform a familiar story. Play part of a group to develop and act out narrative.
Forest garden	Forest Garden: What can we find? Treasure hunt working in groups	Forest Garden: Why do the leaves change colours? Talk about Autumn	Forest Garden: Can you build a snowman? Winter walk/ seasonal changes	Forest Garden: Which way shall we go? Follow directions/ map making	Forest Garden: What was that noise? Listening carefully / using senses	Forest Garden: Why is the woodland so magical? Thinking about who/ what lives in the woodland?
Curriculum enhancements and experiences	<b>Stay and Play – Settling in</b>	<b>Stay and Play – Christmas activities</b> Christmas nativity	<b>Stay and Play – Big Build Challenge</b> Walk to Tesco's in groups Pancake day	<b>Trip to Eureka – Train from Bramley to Halifax</b>	<b>Stay and Play – meet the chicks/ recount</b> Trip to Cannon Hall farm Chicks	<b>Sports Day</b> Cinderella's Ball with Nursery
Role Play See provision planning for enhancements	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>	<b>RED – Home Corner</b>  <b>RPC – Shop and Office</b>

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