Toftwood Infant and Junior School Federation – Reception Long Term Curriculum Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/theme	All about me 	Celebrations 	People who help us 	Our World 	Traditional Tales 	Under the Sea 
Sub themes & seasonal events (flexible due to child led interest)	Settling into school Who am I? My family	Harvest Halloween Bonfire Night Diwali Remembrance Day (poppies) Christmas/Nativity	Jobs/People who help us – Police, Ambulance, fire fighters, NHS Fictional superheroes Spring Easter	Jobs/People who help us – Police, Ambulance, fire fighters, NHS Fictional superheroes Spring Easter Light and Dark (shadows) Space/ planets/ stars Travel – rockets, cars, trains, boats, buses, bikes Winter Luna New Year Pancake Day	Traditional tales, Growing (plants) Keeping healthy	Oceans Pirates Seaside Reduce, reuse, recycle Looking after our planet
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will be supported to become an independent individual who can manage their emotions, follow rules, develop a positive sense of self, set themselves simple goals, and have confidence in their own abilities. Through adult modelling and guidance, they will learn how to look after their bodies and teeth, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to become a fantastic friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings. These attributes will provide a secure platform from which children can achieve at school and in later life. Daily circle time sessions help to explore feelings, addressing needs as they arise, answering key questions, sharing and celebrating learning on tapestry, PANTs, Special person – compliments.					
	Separating from adults Belonging – We are Reception at Toftwood Infant School What is the same and what is different about our families?	Being different – celebrating us Exploring how other cultures celebrate Exploring different feelings	Comparing healthy and unhealthy food Looking after our bodies Naming body parts	Creating goals (New Year resolutions)	Being kind to creatures Morals/right and wrong – Jack and the beanstalk – stealing from the giant	How can we look after our school? Why must we not drop rubbish? What is recycling? How can we look after our planet?

	What is a good friend? How can we make friends? How can we be kind? What are the classroom rules? What are the school rules? When I grow up I would like to be… Exploring feelings		Who/what keeps us safe at school or home? Who keeps everyone safe? Police, firefighters, doctors etc.			Transition into Year 1 - What will it be like in Year 1? Where will my classroom be? Where are the toilets? What will I have to do in the day? Where will my grown-up pick me up at the end of the day?

End Points:

Early learning Goals

<u>Self-Regulation</u>

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

<u>Managing Self</u>

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

<u>Building Relationships</u>

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults will support children to show strength, stability, balance, spatial awareness, and co-ordination when playing. They will learn to move confidently and safely in a variety of ways, using a range of equipment. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is linked to literacy skills. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer) safely and with confidence. Daily twiddle tasks allow provision access to: threading, cutting, weaving, playdough, Duplo, scissors. We continuously check the process of children's handwriting (pencil grip and letter formation). Provide extra help and guidance when needed and adult handwriting sessions in the summer term. Drawing club sessions three times a week. A weekly PE lesson in addition to daily access to a well-resourced outdoor area, enabling opportunities for climbing, jumping, running, cycling, dancing.					
	Children have free flow access to outside environment where they can climb, assemble, risk take, balance, construct, have access to bikes and trikes, Cosmic Kids/Go noodle Yoga sessions, access to trim trail. Weekly PE lesson to focus gross motor skills – Physical Activity Adventure Pack (PAAP) by Music and Movement: Helen Battelley					
Gross motor	Self- awareness, spatial reasoning					

Fine motor	Enhancements to support manipulation of objects Dough Disco Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip – adult to model correct grip Introduction to Drawing Club Taking shoes off and putting them on	Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Teach and model correct letter formation as we teach sounds in phonics Drawing Club	Begin to form letters correctly – introduce daily handwriting practice Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items / Button Clothing / zips – doing up own coat, cutting with scissors Drawing Club	Fine Motor activities in provision Hold pencil effectively with comfortable grip, Form recognisable letters most correctly formed (daily handwriting sessions) Drawing Club	Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / start to cut along a curved line, like a circle Drawing Club	Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Lego Drawing Club
End points: **Early Learning Goals** <u>Gross Motor Skills</u> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor Skills</u> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.						
Oracy	The Colour Monster Ruby's Worry The Invisible Owl Babies Perfectly Norman Only One You **Focus:** Joining in with repeated phrases, talking about pictures, name characters, say how	Pumpkin Soup Festival of Colours The Lights that Dance in the Night Binny's Diwali The Jolly Christmas Postman The Nativity **Focus:** Retelling familiar stories, sequencing events, beginning to predict, learning	Zog and the Flying Doctors A Superhero like you Emergency! Real Superheroes The Hospital Dog What We'll Build Last Stop on Market Street **Focus:** Predict using clues, explain why something has happened, infer simple	The Street Beneath my Feet The Tiny Seed Greta and the Giants Outside In Tiny Perfect Things Atlas/Maps **Focus:** Explain what has happened, make links between texts, compare settings, use new vocabulary independently,	Traditional Tales The Wolf was not sleeping Jack and the Jelly beanstalk The True Story of the Three Little Pigs The Three Little Wolves and the Big Bad Pig **Focus:** Develop different versions of the same story, identify the beginning, middle and end, use key traditional	Somebody Swallowed Stanley Commotion in the Ocean Tiddler The Snail and the Whale Oceans non-fiction text **Focus:** Explain and justify ideas, use vocabulary from stories in every day talk, compare fiction/nonfic-

	characters feel, make simple links to their own lives, build vocabulary through discussions.	new vocabulary, talking about similarities and differences, discussing why characters act as they do.	feelings compare characters, learn new vocabulary, ask questions about texts.	answer 'how' and 'why' questions, talk about some differences between fiction and non-fiction.	story language, discuss characters' choices, retell stories, recognise repeated story patterns.	fiction, infer from illustrations, summarise stories, explain favourite parts, confidently retell stories.
Literacy Comprehension	Learning stories with repeated refrains and joining in. Story language exposure – Once upon a time…A long, long time ago…Happily ever after…	Use puppets/props to tell stories Learning and reciting poems and rhymes	Sharing fiction and non-fiction texts How do features of a non-fiction text help us retrieve information?	Role-playing stories using vocab from texts	Sequencing pictures from traditional tales and retelling them Hot seating – how was the character feeling?	Exploring comprehension questioning to lead into Year 1 guided reading.
Word reading	Twinkl Phonics – single sounds (phase 2)	Twinkl Phonics	Twinkl Phonics	Twinkl Phonics	Sets	Sets
Writing	Mark making Matching CVC words to pictures Hearing initial sounds Writing own name Drawing Club – mark making, initial sounds	Mark making Writing CVC words Labels Lists Drawing Club – CVC words	Writing captions and short sentences Begin to use finger spaces Drawing Club – simple captions	Writing short phrases and sentences Capital letters/ full stops Drawing Club – sentence writing	Writing short phrases and sentences Capital letters/ full stops Drawing Club – sentence writing including speech/thought bubbles	Writing short phrases and sentences Writing a short paragraph Drawing Club – sentence writing including speech/thought bubbles

End Points:
Early Learning Goals:
<u>Comprehension</u>

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate – where appropriate- key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

<u>Word Reading</u>

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

<u>Writing</u>

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Maths Number Numerical Pattern Spatial Reasoning	Counting and cardinality (0-3) Comparison of number (0-3) Data handling – 10 frames, collecting and interpreting data Pattern – repeating linear	Measurement – capacity, time and sequencing events Shape – 2D & 3D triangles, pyramids and prisms Positional language	Counting, composition and comparison (0-6) Pattern – repeating border patterns	Data – tally and block graphs Visualising, manipulating and representing Length – non-standard measure Shape – 2D & 3D Cube, cuboid, square and rectangle	Counting, composition and comparison (0-10)	Sorting diagrams including Venn Pattern – spatial and growing patterns Maps and routes – navigation and orienteering Measure – heavy and light, time and time sequencing Shape – 2D and 3D Circles, spheres, cylinders and cones

End points:
Early Learning Goals:

<u>Number</u>

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

<u>Numerical Patterns</u>

- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting the local area and museums (walking to the postbox to post a letter, Gressenhall trip) to meeting important members of society such as police officers, nurses and firefighters. In addition, by listening to a broad selection of stories, non-fiction, rhymes and poems we foster children's understanding of our culturally, socially, technologically and ecologically diverse world to become an explorer who can show curiosity about the world around them, show care for our planet and living creatures, understand how to read and draw a simple map, understand some differences between times and places and cultures.					
Past and present (History)	Observe – Look at photos of them as babies – reflecting on their life in the past e.g. 'When I was a baby…' Learning things that happened before they were born – beginning to develop a sense of chronology What is right and what is wrong? (link to class rules).	Remembrance day and why we remember – significance of the poppy. Cbeebies video, bravery of soldiers Why do we celebrate bonfire night? – Guy Fawkes and the gun powder plot	Compare and contrast characters from stories, including figures from the past. What were hospitals like in the past?	How have vehicles changed over time? How did people get around the world before cars? Amazing astronauts – Yuri Gagarin, Valentina Tereshkova, Neil Armstrong, Tim Peake, Mae Jemison. Comparing what life is like in other places and how it's different to living here.	Understand that some places are special to members of their community. Farming in the past (use of horse and carts, cows puling ploughs) – Gressenhall trip	Traditional seaside experiences – bathing machine, donkey rides, and pier attractions.
People, Culture and Communities (Geography/ RE)	Where do I live? Where is the school? What is it like in our local area?	How do different people / cultures celebrate? Diwali Halloween Christmas - Nativity story Visit a place of worship – church for Christingle service	Important members of our community and society (our key workers, nurses, doctors, firefighters) First signs of spring – snowdrops, daffodils, birds nesting, cherry blossom, lighter evenings, warmer weather		Simple maps of traditional tales journeys Looking at where we live, where our school is and how we travel to school	Treasure maps, pirate coordinates Marine life
The Natural World (Science)	Explore the natural world around them How do the seasons change? Autumn – observe changes to seasons, harvest, hibernation		Looking after our bodies and teeth (dental / oral hygiene)	Winter – ice, snow, changes of state Planets in our solar system, stars. What is it like to live on Earth? Light and Dark – shadows. Shadow puppets	Healthy eating Where does our food come from? Comparing healthy and unhealthy food choices Growing – how do plants grow? What do they need to survive?	Materials – floating and sinking (designing boats) Protect our planet focus – impact of plastic in our seas Reduce, reuse, recycle How to stay safe in the sun

					Identify parts of a plant e.g. stem, leaves, roots Minibeasts and their habitats	

End points:
Early Learning Goals:
<u>Past and Present</u>

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

<u>People, Culture and Communities</u>

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps

<u>The Natural World</u>

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. Children have regular opportunities to explore and play with a wide range of media and materials to enable them to become a musician, actor (roleplay) artist or designer, who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments with good rhythm and who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. The quality and variety of what children see, hear and participate in develops their understanding, self-expression, vocabulary and ability to communicate through the arts.					
Creating with Materials	Leaf printing/rubbing	Firework spiral painting	Role playing people who help us (imaginative play)	Junk model rockets/ jet packs, planets, aliens		Collage – rainbow fish
Being Imaginative and Expressive	Move and listen to music Sing in a group or on their own – nursery rhymes	Bollywood dancing Firework onomatopoeia, classical music Nativity performance Christmas carols Music and Movement Diwali workshop	Chinese New year – dragon dance, use of scarves for dressing up in		Retelling familiar stories with props	

End points:
Early Learning Goals:
<u>Creating with Materials</u>

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

<u>Being Imaginative and Expressive</u>

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.

• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

What to expect…		
Prime areas	Personal, Social and Emotional Development	Children learn to work with and alongside others, taking turns and sharing. They learn to identify how they are feeling and express themselves appropriately. They form friendships and learn to become independent and self-motivated learners.
	Communication and Language	Children listen to and join in with stories and rhymes. They talk to each other and adults during their play as well as in small and large groups. They explore the meaning of new words and build their vocabulary. They use language confidently in their play.
	Physical Development	Children learn and perfect fine and gross motor skills. They also move in a variety of ways with greater control of their bodies. They are able to use a range of equipment, including scissors and mark making materials.
Specific areas	Literacy	Children begin to learn about letters and words, and master skills necessary to learn to read and write. They explore a range of books and use writing to support their play.
	Mathematics	Children learn about numbers, shapes and measurements. They sing number songs and play counting games. They learn mathematical language and use mathematical skills in their play e.g., in the sand, water and role play. They learn to recognise numbers.
	Understanding the world	Children learn and talk about their environment, past and present events and about how things happen and how things work. They learn about their own culture and community as well as those of others. They learn how to use technological equipment and tools, including the computer.
	Expressive arts and design	Children take part in creative activities such as painting, music, drama and dance. They learn to use their imagination, to listen and to observe.