

The Whartons Primary School
Reception Curriculum Long Term Plan 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Marvellous Me</p>  <p>How can we make friends?</p>	<p>Let's Celebrate</p>  <p>What do we celebrate?</p>	<p>Cold Places</p>  <p>How are the Arctic and Antarctic different?</p>	<p>Transport</p>  <p>How will we get there?</p>	<p>Growing</p>  <p>What do birds and plants need to grow?</p>	<p>Creatures big and small</p>  <p>Where do animals live? How do they grow?</p>
Overview	<p>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 and talking about their family. Children will begin to recognise phase 2 sounds and tricky words and write their name clearly.</p>	<p>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 as part of a group to practise and perform a Nativity play, learning new songs and thinking about why Christmas is important to Christians.</p>	<p>Children will explore why polar bears don't eat penguins. There will be a focus on polar regions, water, ice and snow, exploring freezing and melting. They will investigate which objects float and sink. Children will design and make a boat using a variety of materials and will be encouraged to talk about properties of different materials. Children will build confidence using different tools. They will continue to recognise an increasing range of phonic sounds and write with increasing independence.</p>	<p>Children will listen to stories about different vehicles such as buses, bikes, planes and boats. Children will be encouraged to ask and answer 'why' and 'how' questions and think about where they live and how they travel around. They will learn about Betsy Coleman and compare air travel today and in the past. They will create models and representations from imagination and books. Children will design and make a vehicle, becoming confident at assembling and joining materials together.</p> <p>Children think about our lovely World and how we should take of it. They start to think about pollution of plastic in the Ocean and why we should recycle.</p>	<p>Children will learn about how to plant seeds and how plants grow. They will make observations about birds and show care and concern for living things. Children will become familiar with stories about growing and will begin to use new vocabulary related to plants and birds, understand more complex sentences and use phonic knowledge to write words and simple sentences.</p> <p>Children explore birds and their habitats. Use information books to find out about what they eat and start to identify different species. Build dens/hides to watch birds.</p>	<p>Children will continue to think about living things as we talk and investigate creatures big and small, including minibeasts and farmyard animals. As children get ready for Year 1 they will think about what makes a super sentence, using capital, letters, full stops and finger spaces. They will think about how they have changed and grown. They will use new vocabulary related to minibeast and animal lifecycles.</p>
Books for Topic	<ul style="list-style-type: none"> Our Class is a Family What makes Me a Me? You Choose Meesha Makes Friends The Lion Inside Great Pet Sale Non-fiction texts about pets Non-fiction texts and poems about harvest 	<ul style="list-style-type: none"> Non fiction texts & poems about Autumn Binny's Diwali Gordon's Great Escape Supertato Carnival-Castro Pea Oh Christmas Tree Cake Nativity story Christmas stories 	<ul style="list-style-type: none"> Poles Apart Kumak's Fish Lost and Found The Emperor's Egg Chinese New Year The girl the bear and the magic shoes The Snowy Day Arctic Adventure 	<ul style="list-style-type: none"> Coming to England Mr Gumpy's Outing The Hundred Decker Bus/You can't take an elephant on a bus Emma Janes Aeroplane Mrs Armitage on Wheels Easter / Way Back Home Where is the starfish? The Messy Magpie 	<ul style="list-style-type: none"> Oliver's Vegetables Sam Plants a Sunflower Jasper's Beanstalk Handa's Surprise The Enormous Turnip Various non-fiction texts about birds 	<ul style="list-style-type: none"> Non-fiction texts about minibeasts The Very Hungry Caterpillar and other stories by Eric Carle Farmer Duck A Squash and a Squeeze What the ladybird Heard Super Duper You What the Ladybird Heard on holiday
Other Key Texts	<ul style="list-style-type: none"> The Colour Monster Various books by Kes Gray – Oi Cat series Traditional Tales 	<ul style="list-style-type: none"> Elmer Christmas stories Various books by Sue Hendra – Simon Sock etc Stick Man 	<ul style="list-style-type: none"> The Not So Brave Penguin Snowball Penguin Problems Flapjack and Waddle Supertato One Odd Day 	<ul style="list-style-type: none"> Duck in the Truck Badger and the Great Rescue Super worm (linked to length) Jim's Beanstalk (linked to height/ measures) 	<ul style="list-style-type: none"> The Tiny Seed Ben plants a butterfly garden 	<ul style="list-style-type: none"> Various books by Julia Donaldson – A squash and a Squeeze Dear Zoo The Little Red Hen Dear Zoo The Gingerbread Man

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				<ul style="list-style-type: none">The Lumberjack’s Beard (linked to floating 7 sinking)The Wheels on the TukTuk (Linked to science vehicles and ramps)		<ul style="list-style-type: none">Rosie’s Walk
Communication and Language						
ELG – Listening Attention and Understanding	Enjoys listening to longer stories and can remember some of what happens. -Listens to others one-to-one or in a small group when a conversation interests them. -Can follow simple 1 step instructions. - Enjoys joining in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Children can answer simple questions about stories they have heard. - Understands the use of objects and shows understanding of prepositions like ‘under’, ‘over’, ‘on top’, ‘behind’...	Listens carefully to longer stories and can remember much of what happens. - Listens to others one-to-one or in a small group when a conversation interests them. - Can follow 2 step instructions like “Get your coat and wait at the door.” - Enjoys joining in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Learns rhymes, poems and songs. - Children begin to understand ‘why’ questions like “Why do the little pigs have to leave home?” - Understands the use of objects and shows understanding of prepositions like ‘under’, ‘over’, ‘on top’, ‘behind’... - Beginning to understand humour, e.g. nonsense rhymes and jokes.	Listens carefully to longer stories and can remember much of what happens and can answer questions about the story. -Can indicate 2-channelled attention – Can listen and do at the same time. - Can follow 2 step instructions like “Get your coat and wait at the door.” - Children begin to use vocabulary from books they have heard/read. -Learn new vocabulary. - Children can understand questions such as who, why, when, where? - Understands a range of complex sentence structures including negatives, plurals and tense markers.	Can follow stories without pictures and props. - Children can retell a story with beginning, middle and end and can answer questions about the story. - Can indicate 2-channelled attention – Can listen and do at the same time. - Can follow more complex instructions. - Children are using new vocabulary from stories and topics taught throughout their day. - Children ask questions to find out more and check their understanding about what they have heard. - Can listen and respond to ideas expressed by others in conversation and discussion.	Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Can listen and engage in back-and-forth conversation with teachers and peers. - Can follow more complex instructions and will make comments/ask questions to clarify their understanding. - Children are using new vocabulary from stories and topics taught throughout their day. -Children use talk to help work out problems and organise their thinking and activities.	<u>ELG L&A</u> -Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <u>ELG L&A</u> - Can listen and engage in back-and-forth conversation with teachers and peers. <u>Linked ELG: PSED- SR:</u> -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>ELG L&A</u> Children make comments about what they have heard and ask questions to clarify their understanding.
ELG - Speaking	Join in with songs and rhymes - Develop their communication verbally. - Use sentences of 4 words or more. - Be able to verbally communicate a need or problem. - Start a conversation with a friend. -Use talk to organise them in their play and to keep play going.	Engage in story times asking and answering questions about what they have heard. - Use talk to recall past experiences. - Begin to use more complex sentences to link thoughts together. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Start a conversation with a friend. -Use talk to organise them in their play and to keep play going.	- Introduces a storyline or narrative into their play. - Can recall a simple past event and retell in correct order. - Use new vocabulary in different contexts. - Explores new words, their meanings, and sounds. - Children can start a conversation with an adult or friend and continue it for many turns. - Uses language in imaginary role-play.	- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Describe events in some detail. - Use new vocabulary in different contexts. - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Children can start a conversation with an adult or friend and continue it for many turns. - Uses language in imaginary role-play.	- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Describe events in some detail. - Articulate their ideas and thoughts in well-formed sentences. - Children will use talk to help work out problems and organise thinking and activities. - They can explain how things work and why they might happen.	<u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <u>ELG Speaking</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling. <u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Personal Social and Emotional Development (see Jigsaw planning)						
Jigsaw PSHE 	Being Me in my World Staring school. Understanding my place in the class and the school. Related texts: I’m special I’m me, Starting School	Celebrating Difference We are all different and unique, but everyone is special. Related texts: Elmer, Giraffes can’t dance, The Proudest Blue, Ish	Hope and Dreams Includes goal-setting, aspirations for you and the world and working together. Related texts: The Not so Brave Penguin, The Hare and the Tortoise, After the Fall, Tilda Tries again, The Dot	Healthy Me How can we keep our body healthy? Looking at healthier foods and exercise. Related texts: Peace at Last, I’m not sleepy and I will not go to bed, I will not ever never eat a tomato, Red Riding Hood	Relationships Including understanding friendship, family and other relationships, conflict resolution and communication skills. Related texts: The Squirrels who Squabbled, Ravi’s Roar, Angry Arthur, Milo’s Monster	Changing Me Look how we’ve grown. Looking at what we can do now that we couldn’t do as babies and toddlers. Related texts: Ruby’s Worry, Once we were Giants, The Huge Bag of Worries, Super Duper You, Perfectly Norman

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ELG – Relationships	<ul style="list-style-type: none"> - Settles into school and begins to feel part of a community. - Develops confidence in their new school setting. - Seeks out companionship with adults and other children, sharing experiences and play ideas. - Begin to show consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. - Recognise and begin to find ways to sort out conflict, sometimes with adult support. - Begin to talk through problems with other children. 	<ul style="list-style-type: none"> - Continues to settle into school and makes good relationships with adults and peers. - Has confidence in their setting and feels safe with adults in the setting. - Develop friendships with other children that help them understand other’s points of view. - Show increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it. - Recognise and begin to find ways to sort out conflict, sometimes with resources like sand-timers to help turn taking. - Begin to talk through problems with other children. 	<ul style="list-style-type: none"> - Shows what they have learnt about social interactions and relationships through their play. - Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. - Develop friendships with other children that help them understand other’s points of view and challenge own and other’s thinking. - Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. - Understand and begin to form consistent and stable friendships. 	<ul style="list-style-type: none"> - Shows what they have learnt about social interactions and relationships through their play. - Will seek out adult support when necessary and can articulate their needs and wants. - Develop friendships with other children that help them understand other’s points of view and challenge own and other’s thinking. - Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours - Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. - Thinks about the perspectives of others. 	<ul style="list-style-type: none"> - Plays cooperatively with others, taking turns well. - Will seek out adult support when necessary and can articulate their needs and wants. - Make positive and consistent friendships. - Understands the needs and feelings of others. - Able to sort out conflicts with peers. 	<ul style="list-style-type: none"> - Works and plays cooperatively with others, taking turns without support. - Form positive attachments to adults and friendships with peers. - Shows sensitivity to the needs and feelings of others and themselves. <ul style="list-style-type: none"> - Able to sort out conflicts with peers without the support of adults.
ELG –Managing Self	<ul style="list-style-type: none"> - Become familiar with resources in the classroom. - Learn the rules and routines of the classroom - Notice similarities and differences between themselves and others. - Develops a confidence with adults so they can ask for help and express their needs. - With occasional reminders, be able to manage their own personal hygiene, i.e. going to the toilet and washing their hands. 	<ul style="list-style-type: none"> - Be independent in choosing resources to achieve a goal. - Learn and follow the rules of the classroom and school. - Become more aware of similarities and differences in more detailed ways and identify themselves in relation to social groups and their peers. - Has confidence and self-esteem with adults and peers in class so they feel safe to try new things and take risks. - Be able to put on own coats and winter clothes e.g. gloves, scarves, hats. and attempt to do up own buttons and zips. 	<ul style="list-style-type: none"> - Be willing to attempt “Rainbow challenges” independently. - Follow school rules without needing reminding by an adult. - Develop ideas about themselves according to messages they might hear from others and speaks freely about home and community. - Becomes more able to manage their own needs. - Understand why we need to wash our hands. 	<ul style="list-style-type: none"> - Shows confidence in choosing resources and perseverance in carrying out a chosen activity - Understand why we have rules and why they are important. - Speaks freely about home and community and is aware of their relationships to certain social groups - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group. - Understand that some foods are healthy and some are not so good in large amounts. 	<ul style="list-style-type: none"> - Show resilience and perseverance in the face of a challenge. - Know what is right and what is wrong. - Aware of their relationships to certain social groups and communities and is sensitive to prejudice and discrimination. - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. - Understand the importance of healthy food choices. 	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Aware of their relationships to certain social groups and communities and is sensitive to prejudice and discrimination. - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
ELG – Self Regulation	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in school. - Talk about their feelings using words like “happy”, “sad”, “angry” or “worried”. - Beginning to develop appropriate ways of being assertive. - Learning negotiation skills with support. 	<ul style="list-style-type: none"> - Become more outgoing with unfamiliar people in school. - Expresses a wide range of feelings in their interactions with others and through their behaviour and play. Begins to understand how others might be feeling. - Talks about how others might be feeling and responds according to the other person’s needs and wants. - Learning to share and take turns with less support. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Expresses their feelings and considers the feelings of others. - Beginning to see that their choices, actions and behaviour can have an impact on others, e.g. they can hurt other people’s feelings. - Begin to see the need to adapt their behaviour depending on different events, social situations and with changes in routine. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Understands their own feelings and those of others and can offer empathy and comfort. - They can see that their choices, actions and behaviour can have an impact on others, e.g. they can hurt other people’s feelings. - Identify and moderate their own feelings socially and emotionally. - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. 	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Understands their own feelings and those of others and can offer empathy and comfort. - Talks about their own and others’ feelings and behaviour and its consequences. May attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. - Is aware of behavioural expectations and sensitive to ideas of justice and fairness. 	<ul style="list-style-type: none"> - 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.

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Physical Development <i>(See Real PE planning)</i>						
PE 	Real PE Unit 1 Personal Real PE Footwork & one leg balance	Real Dance Unit 1 Personal Shapes, Partnering, Artistry, Circles	Outdoor Adventurous Activities	Real PE Unit 4 Creative Ball skills, Counter Balance	Real Gym Unit 5 Physical Shape Travel Real PE Sending and Receiving Reaction/ Response	Real PE Unit 6 Fitness Ball Chasing Floor Work
ELG – Gross Motor	Refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing, balancing.	Progress towards a more fluent style of moving, with developing control and grace. Develop overall body strength, co-ordination, balance and agility.	Explore the school grounds safely and with purpose. Develop mental and physical skills such as leadership, critical thinking and problem solving.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy with a ball.	Confidently use a range of large and small apparatus indoors and outside, alone and in a group. . Develop confidence, competence, precision and accuracy in ball skills	Know and talk about the different factors which support their overall health and wellbeing: Further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming with large and small balls.
ELG – Fine Motor Skills	- Holds a pencil using thumb and four fingers, moving wrist and elbow, attempting to make marks on paper. -.Begins to show a preference for a dominant hand when holding a pencil. -Draws lines and circles -Begins to copy letters from name, and a few other letters we learn. -Shows an interest in free drawing, making some appropriate shapes and lines. -Uses one-handed tools such as a paintbrush or hairbrush. -Makes snips in paper with scissors -Used hand-eye co-ordination during construction, large jigsaws and small world play -Manipulates malleable materials with both hands, such as play dough -With support will use pegs during den-building -Threads cotton reels into laces and weaves with ribbons and large holes. With support will thread laces through smaller holes. -Use a fork and spoon to eat -Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips. -Be increasingly independent in meeting their own care needs, e.g. using the toilet and washing and drying hands.	- Holds a pencil using thumb and four fingers, moving wrist and elbow, attempting to make marks on paper. -Shows a preference for a dominant hand when holding a pencil. -Makes anti-clockwise movements and re-traces vertical lines. -Can write their name, forming some letters accurately. -Attempts to form some of the letters we learn. -Enjoys drawing freely and can sometimes attempt to draw what is suggested to them. -Uses one handed tools such as glue spreaders -With support, begins to hold scissors effectively, with thumb at the top. -Used hand-eye co-ordination during construction, large jigsaws and small world play -Manipulates malleable materials with both hands, such as play dough -With support will use pegs during den-building -Threads cotton reels into laces and weaves with ribbons and large holes. With support will thread laces through smaller holes. -Use a fork and spoon to eat and, with support, cut soft food with a knife.	-Begins to hold a pencil near point between first two fingers and thumb (tripod). -Uses dominant hand -Can write their name forming some letters accurately. -Writes the letters we are learning, sometimes forming accurately. -Can make simple drawings of things suggested to them, and enjoys drawing freely. -uses one handed tools such as clay tools, hammers and trowels -Can hold scissors accurately with some control over where they wish to cut e.g. cutting a piece of paper in half. -Uses hand-eye co-ordination during construction, jigsaws and small world play -Manipulates clay -Uses masking and sticky tape with some support -Will use pegs during den-building -Threads laces through small holes and beads onto laces. -Use a fork and spoon to eat and cut soft food with a knife.	-Holds pencil near point between first two fingers and thumb (tripod). -Uses dominant hand -Can write their name, forming letters accurately -Writes the letters we are learning, sometimes forming accurately. -Can make simple drawings of things suggested to them and can copy simple things, and enjoys drawing freely -Uses one handed tools such as clay tools, hammers and trowels -Can hold scissors accurately with some control over where they wish to cut e.g. cutting a piece of paper in half. -Used hand-eye co-ordination during construction, jigsaws and small world play -Manipulates clay -Uses masking and sticky tape with some support -Will use pegs during den-building -Threads laces through small holes and beads onto laces. -Use a fork and spoon to eat and cut soft food with a knife.	-Holds pencil near point between first two fingers and thumb (tripod) and uses it with good control. -Uses dominant hand -Can write their name, forming letters accurately -Can write all letters of the alphabet, often forming them accurately -Can make simple drawings of things suggested to them and can copy simple things, and enjoys drawing freely. -Safely and confidently uses a range of one handed tools. -Can hold scissors accurately and cut around simples outlines. -Places objects with precision and balance during construction, jigsaws and small world play showing good hand/eye coordination. -Manipulates clay and plasticine -Uses masking and sticky tape independently -Will use pegs during den-building and might attempt other ways of attaching such as tying a simple not -With support, do sewing with loosely woven fabric and large needle. -Use a knife and fork to eat all their dinner	Holds pencil near point between first two fingers and thumb (tripod) and uses it with good control. -Uses dominant hand -Can write their name, forming letters accurately -Forms recognisable letters, most of which are correctly formed. -Shows accuracy and care when drawing the things suggested or things they are copying, and enjoys drawing freely. -Safely and confidently uses a range of one handed tools. -Can hold scissors accurately and cut around simples outlines. -Places objects with precision and balance during construction, jigsaws and small world play showing good hand/eye coordination. -Manipulates clay and plasticine -Uses masking and sticky tape independently. -Will use pegs during den-building and might attempt other ways of attaching such as tying a simple not - -Use a knife and fork to eat all their dinner

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Literacy (<i>See writing MTPs</i>)						
ELG – Comprehension	Knows that English text is read from left to right and top to bottom, Can hold a book the correct way up and carefully turn the pages. Knows the different parts of a book (cover, pages, pictures, writing).	Knows that English text is read from left to right and top to bottom. Can hold a book the correct way up and carefully turn the pages. Knows the different parts of a book (cover, pages, pictures, writing, title).	Knows the different parts of a book (cover, pages, pictures, writing, title). Knows information can be retrieved from books, computers and mobile devices. Enjoys an increasing range of printed and digital books, both fiction and non-fiction. Enjoys listening to stories with focus and attention, joining in with repeated refrains. Anticipate key events in stories and suggests how a story might end. Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.	Knows the different parts of a book (cover, pages, pictures, writing, title). Knows information can be retrieved from books, computers and mobile devices. Enjoys an increasing range of printed and digital books, both fiction and non-fiction. Enjoys listening to stories with focus and attention, joining in with repeated refrains. Anticipate key events in stories and suggests how a story might end. Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and roleplay.	Knows the different parts of a book (cover, pages, pictures, writing, title, blurb). Knows information can be retrieved from books, computers and mobile devices. Chooses to search for information about things that interest them. Enjoys an increasing range of printed and digital books, both fiction and non-fiction. Enjoys listening to longer stories, sometimes without pictures, with focus and attention. Can join in with repeated refrains. Anticipates key events in stories and suggests how a story might end. Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play.	Knows the different parts of a book (cover, pages, pictures, writing, title, blurb). Knows information can be retrieved from books, computers and mobile devices. Chooses to search for information about things that interest them. Enjoys an increasing range of printed and digital books, both fiction and non-fiction. Enjoys listening to longer stories, sometimes without pictures, with focus and attention. Can join in with repeated refrains. Anticipates key events in stories and suggests how a story might end. Uses vocabulary and forms of speech that are increasingly influenced by their experience of reading. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, poems, and role-play
	Begins to realise that information can be retrieved from books, computers and mobile devices.	Begins to realise that information can be retrieved from books, computers and mobile devices. Enjoys an increasing range of printed and digital books, both fiction and non-fiction.	Demonstrates understanding of what has been read to them by retelling main events of stories in their own words and using some vocabulary from the story. They can describe some details about characters and setting. They can re-enact parts of familiar stories. They can recall some key information from nonfiction texts.	Demonstrates understanding of what has been read to them by re-telling main events of stories in their own words and using some vocabulary from the story. They can describe some details about characters and setting. They can re-enact parts of familiar stories. They can recall some key information from non-fiction texts.	Demonstrates understanding of what has been read to them, and what they have read themselves, by re-telling stories in their own words and using the vocabulary from the story. They can describe the main story setting, events and characters in increasing detail. They can re-enact familiar stories. They can recall some key information from nonfiction texts.	Demonstrates understanding of what has been read to them, and what they have read themselves, by re-telling stories in their own words and using the vocabulary from the story. They can describe the main story setting, events and characters in increasing detail. They can re-enact familiar stories. They can recall some key information from nonfiction texts.
	Enjoys an increasing range of printed and digital books, both fiction and non-fiction.	Enjoys listening to short stories with focus and attention, joining in with repeated refrains.	Learns several rhymes and poems. Begins to navigate simple apps.	Learns several rhymes and poems. Begins to navigate simple apps.	Learns several rhymes and poems and is confident to perform them. Navigates simple apps.	Learns several rhymes and poems and is confident to perform them. Navigates simple apps.
	Enjoys listening to short stories with focus and attention, joining in with repeated refrains.	Uses some vocabulary and forms of speech that are increasingly influenced by their experience of having books read to them. Uses and understands some recently introduced vocabulary during discussions about stories, non-fiction, poems and role-play	Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge and illustrations to interpret it.	Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it.	Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it.	Engages with a text using phonic knowledge, knowledge of language structure, subject knowledge, and illustrations to interpret it.
	Uses some vocabulary and forms of speech that are increasingly influenced by their experience of having books read to them. Uses and understands some recently introduced vocabulary during discussions about stories, non-fiction, poems, and roleplay	Demonstrates understanding of what has been read to them by retelling main events of simple stories in their own words and using some vocabulary from the story. They can name the main characters. They can reenact parts of familiar stories. They can recall some key information from nonfiction texts.				
	Demonstrates understanding of what has been read to them by re-telling main events of simple stories in their own words and using some vocabulary from the story. They can name the main characters. They can reenact parts of familiar stories. They can recall some key information from nonfiction texts.	Learns some simple rhymes and poems.				
	Learns some simple rhymes and poems.	Begins to navigate simple apps.				
	Begins to navigate simple apps.	Engages with a text using simple phonic knowledge and illustrations to interpret it				
	Engages with a text using simple phonic knowledge and illustrations to interpret it.					
Phonics 	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 and 4	Phase 4
ELG – Word Reading	Following Letters and Sounds Phase 1 and 2 -Read some individual letters by saying the sounds for them. -Orally blend cvc words	Following Letters and Sounds Phase 2 and 3 -Read all individual letters by saying the sounds for them. -Read all consonant digraphs by saying the sound for them	Following Letters and Sounds Phase 3 -Read some vowel digraphs -Read cvc words and short sentences, including words with digraphs.	Following Letters and Sounds Phase 3 -Read all Phase 3 digraphs and trigraphs -Read cvc words and sentences, including words with digraphs.	Following Letters and sounds Phase 4 -Read words containing more than 3 sounds (cvcc, ccvc, ccvcc) -Read simple polysyllabic words -Read a sentence containing: words with digraphs; words with four sounds; some	Following Letters and Sounds Phase 4 and Recap -Read more than one sentence containing: words with digraphs; words with four

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	<p>-Read cvc words containing phase 2 graphemes.</p> <p>-Read the common exception words: the, to.</p> <p>-Recognise a few familiar words by sight, such as their name or an advertising logo</p> <p>-Begin to say letter names.</p>	<p>-Read simple cvc words and begin to read short captions</p> <p>-Read common exception words: no, go, I, into, he, she, we, me, be, was</p> <p>-Read some Phase 2 HFWs</p> <p>-Begin to read some uppercase letters</p> <p>-Begin to know letter names of all letters of the alphabet</p>	<p>-Recognise some uppercase letters</p> <p>-Read common exception words: my, you they</p> <p>-Read more Phase 3 HFWs</p> <p>-Know letter names of all letters of the alphabet</p>	<p>-Begin to read their own written words.</p> <p>-Attempt to read some longer words that can be phonetically decoded.</p> <p>-Begins to recognise written names of peers and siblings.</p> <p>-Read common exception words: her all are</p> <p>-Read all Phase 3 HFWs</p>	<p>polysyllabic words; and phase 4 HFW words.</p> <p>-Read their own written words.</p> <p>-Read common exception words: said, so, have, like, come, come, were, there, little, one</p> <p>-Read some phase 4 HFWs</p>	<p>sounds; some polysyllabic words; and phase 4 HFW words.</p> <p>-Read aloud a sentence they have written.</p> <p>- Read common exception words: do, when, out what. -Read all phase 4 HFWs</p>
ELG - Writing	<p>-Spot and suggest rhymes</p> <p>- Begin to count or clap syllables in a word</p> <p>- Recognise words with the same initial sound (alliteration)</p> <p>-Orally segment cvc words</p> <p>-Gives meaning to the marks they make.</p> <p>-Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p> <p>-Write some or all of their name.</p> <p>-Can point to the correct phase 2 grapheme when an adult says the phoneme.</p> <p>-Begin to write some phase 2 letters accurately.</p> <p>-Enjoys drawing and writing on paper, screen and different textures.</p> <p>-Begin to know the letter names of letters covered.</p>	<p>-Segment to spell simple cvc words using letters that can be physically manipulated.</p> <p>-Begin to spell words by writing with a pencil</p> <p>-Spell common exception words: the to no go</p> <p>-Spell Phase 2 HFWs</p> <p>-Write the letters they are learning, attempting to form them correctly.</p> <p>-Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p>	<p>-Segment to spell cvc words, including ones with phase 3 digraphs, often using a pencil and forming letters clearly.</p> <p>-Begin to write captions and labels</p> <p>-Enjoys making texts to communicate meaning, such as greetings cards and tickets.</p> <p>-Spell the common exception words: the, to, no, go -Spell more Phase 3 HFWs</p>	<p>- Segment to spell cvc words, including ones containing digraphs, and writing the word with a pencil.</p> <p>-Say and then write a short sentence containing phase 3 graphemes and HFWs.</p> <p>- Write all letters of the alphabet, forming most correctly.</p> <p>-Begin to form uppercase letters correctly</p> <p>-Put a full stop at the end of their short sentence.</p> <p>-Spell the common exception words: the, to, no, go. Spell all Phase 3 HFWs</p> <p>-Say letter names when describing digraphs, trigraphs and tricky words.</p>	<p>-Segment to spell words with four or more graphemes (cvcc, ccvc, ccvcc)</p> <p>- Count or clap syllables in words.</p> <p>-Attempt to spell simple polysyllabic words.</p> <p>-Write a sentence containing: words with digraphs and trigraphs; words with four or more sounds; and Phase 4 HFWs.</p> <p>-Spell common exception words: he, she, we, me, be, was, you, they, all, are</p> <p>- Spell some Phase 4 HFWs</p> <p>-Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>-Say letter names when describing digraphs, trigraphs and tricky words</p>	<p>-Write more than one sentence containing: words with digraphs and trigraphs; words with four or more sounds; simple polysyllabic words; and Phase 4 HFWs</p> <p>-Spell common exception words: my her</p> <p>-Confidently spell HFWs from phases 2-4.</p> <p>-Use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>-Say letter names when describing digraphs, trigraphs and tricky words.</p>
Mathematics						
ELG – Number	<ul style="list-style-type: none">• Match, Sort and Compare• Mass and capacity• Patterns• It’s me 12 3	<ul style="list-style-type: none">• Circles and triangles• 1 2 3 4 5• Shapes with 4 sides• More and fewer• 1 more 1 less	<ul style="list-style-type: none">• Subitising, representing, 1 more 1 less and composition to 5• Mass and Capacity• 6 7 8	<ul style="list-style-type: none">• Length, height and time• Building 9 and 10• Exploring 3D shapes	<ul style="list-style-type: none">• To 20 and beyond• Add/ Take away• Shape arrangements	<ul style="list-style-type: none">• Sharing and grouping• Visualise, build and map• Patterns and relationships
ELG – Number	Introduce numbers 1,2,3,4,5 and 0 Recite number names in order from 1-10	Begin to order numerals to 5. Counts up to 5 then 10 objects, saying number names in order, matching one number to each item.	Introduce numbers 6,7,8,9,10 Recite number names in order up to at least 10.	Recite number names in order to 20. Counts 10 or more objects, saying number names in order, matching one number to each item.	Continue to explore numbers 0-10 in more depth Recite number names in order beyond 20	Recognise the pattern of the counting system teens, twenties, thirties etc. Begin to count in 10s, recognising the value of these numbers.
ELG – Numerical Patterns	Link numeral to quantity with numbers up to 5 Compare quantities of objects in different contexts, recognising when one is greater, less/fewer or equal.	Say how many there are altogether, appreciating that the last number of the count indicates the total. Begin to explore different ways of counting reliably, such as laying	Link numeral to quantity with numbers 8 and beyond. Compare quantities of objects in different contexts, recognising when one is greater, less or equal.	Say how many there are altogether, appreciating that the last number of the count indicates the total. Begin to count things that cannot be moved, including actions and sounds.	Recite number names in order beyond 20 Link numeral to quantity with numbers 10 and beyond. Compare quantities of objects, and more abstract quantities, in different contexts, recognising when one is greater, less or	Show an interest in larger numbers. Count 10 or more objects, saying number names in order, matching one number to each item.

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	<p>Say if it is a little bit/lot more or less.</p> <p>Begin to realise that as we count up, the numbers are ‘more and more’, and as we count back/down they are ‘less and less’.</p> <p>Begin to notice what happens to a quantity of objects if one is added or taken away.</p>	<p>pebbles along a 5 frame as way of seeing the total.</p> <p>Begin to count a small amount of items in an irregular arrangement.</p> <p>Begin to count out a smaller number from a larger group (such as taking 3 plates off the shelf for the three puppets). Begin to say if they have too many or not enough.</p> <p>Begin to estimate the total before counting when working with numbers up to 5.</p>	<p>Say if it is a little bit/lot more or less. Use the vocabulary of ‘more, less/fewer, equal’.</p> <p>Know that as we count up, the numbers are ‘more and more’, and as we count back/down they are ‘less and less’.</p> <p>Begin to understand the ‘one more/less than’ relationship between consecutive numbers. Can find ‘one more or less/fewer than’ using objects. Begin to know the effect of adding and subtracting.</p> <p>Order numerals 1-5 or more.</p> <p>Explore patterns within numbers up to 8, such as finding doubles and beginning to explore odd and even numbers.</p>	<p>Explore different ways of counting reliably, such as laying pebbles along a tens frame as a way of seeing the total.</p> <p>Count a small amount of items in an irregular arrangement.</p> <p>Begin to count out a smaller number from a larger group (such as taking 8 cars out of the full car box). Can say if they have accidentally taken too many or not enough and may attempt to adjust the total.</p> <p>Estimate the total before counting when working with numbers up to 10.</p>	<p>equal. Say if it is a little bit/ lot more or less.</p> <p>Use the vocabulary of ‘more, less/fewer, equal’.</p> <p>Know that as numbers go up the number track they are ‘more and more’, and as they come down the track they are ‘less and less’, just like when we count.</p> <p>Understand the ‘one more/less than’ relationship between consecutive numbers.</p> <p>Say one more or less/fewer than a number up to 10 and sometimes beyond.</p> <p>Know the effect of adding or taking away.</p> <p>Order numerals from 0-10 and possibly beyond.</p> <p>Explore patterns within numbers up to 10 and beyond, such as recalling doubles and saying whether a number is odd or even, and counting in 2s.</p>	<p>Say how many there are altogether, appreciating that the last number of the count indicates the total.</p> <p>Begin to count things that cannot be moved, including actions and sounds.</p> <p>Explore different ways of counting reliably, such as laying pebbles along a 100 square as a way of seeing the total. Count items in an irregular arrangement.</p> <p>Count out a smaller number from a larger group (such as taking 8 cars out of the full car box).</p> <p>Use knowledge of the value of numbers and 1:1 counting skills to adjust the quantity if they have taken too few or too many.</p> <p>Estimate the total before counting when working with numbers up to 10 and beyond.</p> <p>Verbally counts beyond 20, recognising the pattern of the counting system.</p>
Shape, space and measures	<p>Chooses items based on their shape which are appropriate for the child’s purpose.</p> <p>- Responds to both informal language and common shape names.</p> <p>Enjoys playing with shapes - partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>Shows awareness of shape similarities and differences between objects.</p> <p>Can talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. Starts to continue simple AB repeating patterns.</p> <p>Can compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>Begin to compare mass and capacity using language: heavy, light, heavier, lighter, heaviest,</p>	<p>Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids).</p> <p>Uses informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Can combine shapes with purpose to make new ones – an arch, a bigger triangle etc.</p> <p>Spots patterns in the environment, beginning to identify the pattern “rule”. Enjoys exploring simple repeating patterns.</p>	<p>Talks about and explores 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids).</p> <p>Uses informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>- Enjoys identifying and recreating patterns with a rule, e.g., repeating patterns or symmetrical patterns.</p> <p>Can compare mass and capacity using language: heavy, light, heavier, lighter, heaviest, lightest, full, empty, half full, holds more, holds less</p> <p>Starts to use objects and vocabulary to compare mass. For example, “The ... weighs the same as ... cubes”.</p>	<p>Uses informal language and analogies to name shapes, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms (faces, edges, corners) to describe shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Enjoys identifying and recreating patterns with a rule, e.g., repeating patterns or symmetrical patterns.</p>	<p>Uses informal language and analogies to name shapes, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms (faces, edges, corners) to describe shapes.</p> <p>- Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p> <p>Creates their own spatial patterns showing some organisation or regularity.</p> <p>Continue, copy and create repeating patterns</p>	<p>Uses informal language and analogies to name shapes, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.</p> <p>Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.</p>


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	lightest, full, empty, half full, holds more, holds less					
<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Ongoing look at the seasons – what is happening around us? Use of timeline to discuss what did we do each month. Do you remember when we had a Harvest Festival?</p>						
RE <i>See MTPs</i>	Where do we live and who lives there? Children learn about special places and about belonging to a family, school and religious community.	How do Christians celebrate Christmas? Children learn about the festivals Diwali and Christmas, exploring cultural and religious aspects.	What makes a good helper? Children learn about the ‘Golden Rule’ of treating others as you would like to be treated. Through Christian and Muslim stories, they learn about caring for others.	What can we see in our wonderful world? Children explore the wonders of nature and the Christian beliefs around creation. Life-cycles link with Easter.	Who and what are special to us? Children consider who is special to them and learn about special religious figures and objects in Christianity and Islam.	Catch-up/ continuation
ELG – Past and Present	Introduce the visual timetable and class calendar. Talk about the days of the week and what we will do today/ tomorrow. What did we do last week? Talk about what they did in nursery. Introduce the idea of then and now. Introduce children to the class learning journey (timeline from September to August) Add pictures to the display as we move through the year.	Begin to compare past and present through stories. Comment on images of familiar situations in the past. Look at photographs of their first Christmas – how have you changed? Was Christmas the same for teachers/ grandparents? Did they have the same food/ toys?	Begin to compare past and present through stories and photographs. Consider polar explorers. Look at pictures of explorers from the past and recent explorers. How have things changed?	Compare past and present through stories and photographs. Introduce historical figures such as Floella Benjamin & the pilot Betsy Coleman, consider how air travel has changed. Compare past and present modes of transport	Comment on images of familiar situations in the past. Lifecycles – How did the caterpillar look last week?	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. Reflect on their Reception learning journey. Comment on the changes.
ELG – People Culture and Communities	Talk about members of their immediate family and community. Show an interest in the lives of familiar people. Know some things that make them unique. Understand that some places are special. Talk about their home or a place that is special to them – why is it special?	Can talk about their own home and community life and begin to find out about other children’s experiences. Begin to understand that some places are special to members of their community, such as places of worship. Recognise and describe special times for themselves and friends and family. Recognise that people have different beliefs and celebrate special times in different ways. Learn about festivals and celebrations – Harvest, Bonfire Night, Remembrance Day, Diwali, Christmas. RE – What places are special to Christians? Walk to Bridge Street church. Learn about which places are special to Christians.	Recognise some similarities and differences between life in this country and life in other countries. Who lives in the North/South Pole? How is life different to life in Otley?	Recognise some similarities and differences between life in this country and life in other countries. Floella Benjamin – Coming To England. How was her life different when she came to England? Inspirational people: Bessie Coleman (pilot), Mai Jemison (Astronaut), Floella Benjamin (Presenter)	Understand that some places are special to members of their community. RE – What places are special to Christians/ Muslims? Draw information from a simple map - Map of their journey to school, journey to the church.	Knows 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) first hand observations and maps. Inspirational people (linked to sport/ sports day): Mo Farah

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ELG – The Natural World	Use their senses to explore the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read in class.	Notice seasonal changes. Spring watch – what changes	Explore the natural world around them, making observations and drawing pictures of animals and plants (minibeast hunt/ bird watching)	Explore the natural world around them.
	Autumn Treasure Hunt - what did you find? What changes can you see on your way to school? What is happening to the trees? Why are all the leaves falling?	Notice weather changes freezing & thawing. How is the weather different in different months?		Recognise some environments that are different to the one in which they live.		Know an increasing number of names for common plants, birds and animals and talk about their habitats. Observe the growth of plants and animals and begin to learn the names of animal young. Talk about the lifecycle of a butterfly.
	Focus on individual senses. Explore feely boxes, sound shakers, colour and light using the light box.	Observe and interact with natural processes outdoors such as freezing and melting.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Observe and interact with natural processes such as freezing and melting.	Compare Otley and Trinidad (Link to Coming to England -Floella Benjamin)	Know an increasing number of names for common plants and animals which they may see locally.	
		Explore magnets – Can you make Elmer a colourful coat? Explore colour and colour mixing.	Why is there so much ice in the polar regions? Why don't polar bears live in Otley? Name and observe different animals that live in Otley and compare with those that live in the polar regions. Talk about how they are adapted to their habitats.	Understand some important processes in the natural world such as floating and sinking & gravity & forces, For example, by testing whether objects float or sink (The Lumberjack's beard), building ramps for vehicles (The Wheels on the Tuk Tuk), creating marbles runs and using magnets and vehicles	Talk about the growth and decay of familiar things, such as leaves on trees or a butterfly lifecycle.	Understand some important processes in the natural world such as shadows and light. For example, use toy animals to create shadows outdoors. Draw shadow pictures and draw around their own shadow.
Nature Garden	What can we find in the school grounds? Use our senses to make careful observations.	Why do the leaves change colour? Talk about Autumn	Can you build a snowman? Winter walk/ seasonal changes	Can we see signs of spring?	Which way shall we go? Follow directions/ map making	Which animals can we find in Otley? Will they be the same animals we see on the farm?
					What birds can we see and hear?	
Expressive Art and Design						
ELG – Creating with Materials	Draw self portraits.	Mix primary colours to make secondary colours.	Begin to use black and white in colour mixing.	Design and make a boat. Consider which materials would be best to use? Make boats with a range of materials. Explore joining techniques and tools.	Observational drawings/ paintings and collage of sunflowers/ fruit and vegetables /minibeasts. Explore different media and techniques including paint, pastels, collage.	Share creations
	Explore different brushes, tools and techniques with paint to create patterns and pictures.	ALma Thomas inspired abstract art work using shape, colour & collage	Create artwork in the style of Inuit artists			Safely use and explore a variety of materials, tools and techniques. For example, to create models based around imagination, stories and maps.
	Use collage techniques and natural materials to create artwork which reflects autumn. Andy Goldsworthy inspired natural art	Create collaboratively, sharing ideas resources and skills.	Kenojuak Ashevak (Inuit Artist)	Share their creations, explaining the processes they have used.		Giuseppe Arcimboldo (transient art work with fruit and vegetables). Explore the changing seasons by creating different faces based around the paintings Spring, Summer,Autumn & Winter
	Wassily Kandinsky inspired art work related to maths – circles.	Construct with a range of materials using different techniques for joining materials (tape and glue).	Explore folding and cutting techniques to create artwork in celebration of Chinese New Year.		Vincent Van Gogh inspired art work (paint/ Pastels/ collage)	
ELG – Being Imaginative and Expressive	Remember and sing nursery rhymes and familiar songs.	Learn and perform Nativity songs.	Perform songs, rhymes, stories and poems with peers and adults.	Learn and perform Easter Songs	Invent, adapt and recall stories.	Make use of props when role playing characters.
	Learn new songs related to Harvest.	Listen attentively, move to and talk about music, expressing their feelings and responses.		Sing in a group or on their own, increasingly matching the pitch and following the melody.	Use actions and props to help tell/ retell stories.	Invent, adapt and recount narratives with peers/ teacher.
	Play instruments with increasing control to express their feelings and ideas.			Watch and talk about dance and performance art expressing their feelings and responses (link to PE)	Develop storylines in their pretend play. Provide props which encourage imagination.	Sing a range of nursery rhymes and songs.
						Perform songs, rhymes, poems and stories and dance.
Junior Jam Music	Glockenspiels – lessons will focus on notes, and rhythm. Pupils will play individually and as part of an	Class Jam – pupils will learn to play different instruments across the half term. They will focus on rhythm and	Singing foundation – pupils will learn to warm up their voice, how to stand and project their voice and	Singing foundation – pupils will learn to warm up their voice, how to stand and project their voice and how to breathe	Singing – Becoming a performer – pupils will learn about performing a song. They	African drumming – children will be introduced to the djembe drum. Lessons will focus on timing and playing solo and as

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			ensemble. They will explore melody and tempo.	pulse, listening skills and playing in unison.	how to breathe as they sing. Pupils will learn about call and response.	as they sing. Pupils will learn about call and response and create their own call and response.	will learn about solos and duets and build up their confidence to perform both.	part of an ensemble. They will explore tempo and pulse and gain teamwork skills in the process.
Role Play enhancements			Introduction to areas Home corner and babies Pizza restaurant	Christmas tree and decorations to explore themselves	Introduce ice and animals trapped in the ice into the water tray (polar bears and penguins). How can we get them out?	Introduce a range of boxes/ open ended items into the role play area/ outdoor area for the children to use to develop/build modes of transport.	Story props and puppets. Create a puppet theatre outside.	Farm animals and farm buildings Fairy garden
Other								
Curriculum Enhancements and Experiences			Autumn Walk	Introduction to show and tell	Introduction to the reading scrapbook & story sacks	Nature garden – search for signs of spring (Link to RE -Our Wonderful World)	Introduction to the local library/ school library	Sports day
			Walk to church for Harvest Festival	Nature Day	Construction club (Extra- curricular club)	Easter	School trip to Hesketh Farm or Nell Bank	Class Assembly
				Christmas Nativity				Transition days
				Christmas Party				
				Pantomime				
Parental involvement			Introduction to Phonics and EYFS curriculum	Parents Evening	Reading scrapbook	Parents evening	Reports	Sports Day
			Meet the teacher	Nativity	Story Sacks	Reading scrapbook	Trip to the farm or Nell Bank	New starters – stay and play sessions
						Story sacks		Introduction to Reception for new parents