

Long Term Curriculum Overview Year Reception

	Autumn		Spring		Summer	
Theme	What makes people special? Autumn	What is Christmas? Winter	Traditional Tales Materials How do people celebrate?	Growing Spring Classifying animals What is Easter?	Mini Beasts Habitats Life cycles What can we learn from stories? Spain	Summer What makes places special? Holidays Re-visit growing
Texts linked to themes	Bear Hunt	Gingerbread man	Little Red Riding Hood	Jack and the Beanstalk	Three Little Pigs	Little Red Hen
Handwriting	Draws, large scale lines and circles (clockwise) Handwriting patterns – curves, straight, diagonals, tunnels	Lower case: Hooks, loops, lines Tunnels Curves to start Diagonal lines Digits 0-9	Lower case: Hooks, loops, lines Tunnels Curves to start Diagonal lines Digits 0 - 9	Lower case: Hooks, loops, lines Tunnels Curves to start Diagonal lines Digits 0 - 9	Capitals: Straight line family Straight & curly line family Curly line family	Capitals: Straight line family Straight & curly line family Curly line family
Writing	Spoken language to retell stories Emergent writing in continuous provision	Copies print Label pictures	Orally rehearse a sentence Writes a simple sentence with an adult Finger spaces	Plans a story using pictures (B, m, e) Composes sentence before writing Full stops Says what they have written	Capital letter at the beginning Writes sentences with HFW and decodable words Reads what has written to ensure it makes sense	Writes simple phrases and sentences that can be read by others Uses a capital letter and full stop
Reading	Chooses a book, holds it the correct way around and turns the pages. Identifies a letter Listens to a story	Identifies a word Tells a story to a friend Asks when they don't understand a word Gives simple details about a story and uses some events in own play	Identifies a sentence Talks about setting, characters and key events in a story Answers simple retrieval questions Re reads when a mistake is pointed out	Talks about a favourite book Re-reads books Can order a simple sequence Joins in with predictable or repetitive phrases	Has a favourite genre Retells stories and narratives in their own words Answers prediction questions	Answers simple inference questions Anticipates key events in a story
Maths - number	<i>Select the correct number to represent 1-5 objects</i> Recognises numerals with personal significance <i>Recognises up to 3 objects without having to count them</i> Represents groups of objects using images that are of significance to the child Counts objects and gives the total number Counts objects and selects the numeral card (1-5)	Select the correct number to represent 1- 10 objects (to 5) Links numeral with cardinal number value (to 5) Places objects in 5 frames and begin to discuss relevance of arrangements Provides a visual model to represent number values Finds the total number of items in 2 groups by counting all of them Discusses calculations and problems using correct vocabulary	Is able to count on from a set amount and not count individually (doesn't start at 1) Recognises up to 5 objects without having to count them Realises that counting on gives a larger number Subitises to 5	Estimates how many objects they can see and checks by counting Places objects in a ten frame and discusses the relevance of the arrangements. Realises that counting back gives a smaller number Practically adds one and subtracts one with numbers to 10	Puts numerals in order Shows awareness that numbers are made up of smaller numbers, explores partitioning in different ways a wide range of objects Recognises up to 7 objects without having to count them Conceptually subitises larger numbers by subitising smaller groups within the number Finds the total of 2 groups by counting on Begins to use the vocabulary involved in adding and subtracting	Explores and works out problems using signs and symbols of their own choice including numerals, tallies, + and - Shows a deep understanding of numbers to 10, including the composition of each number Automatically recall number bonds to 5 and some to 10, including doubling facts
Maths – numerical patterns	Vocabulary – more, less, the most, the least, bigger, smaller Sorts and classifies objects according to their own criteria Identifies patterns in the number system eg on a 100 square	Counts back in 1s Counts objects to 10 and beyond Finds 1 more and 1 less from a group of up to 5 objects Identifies repeating patterns and continues them Sorts objects to given criteria eg 5, 2	Counts an irregular arrangement up to 10 Finds 1 more and 1 less from a group of up to 10 objects Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and identifies the unit of repeat	Begins to use 'teens' to count beyond 10 Vocab – more, fewer to compare to sets of objects Compares numbers Uses number names and symbols to compare	Counts in multiples of numbers beyond 1s Counts out 10 objects from a larger group Understands 1 more/less relationship between consecutive numbers Uses vocabulary confidently Continues, copies and creates repeating patterns in number exploring odds and evens, doubles etc	Verbally counts beyond 20 Compares quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or the same as another Explores and represents patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally
Maths – Shape, space & measure	<i>Talks about and explores 2d and 3d shapes eg circles, triangles, squares, rectangles, cuboids, cones using informal language eg sides, corners, flat, round</i> Simple positional language eg under, below, above	Informal language and analogies and mathematical terms to describe shapes eg heart shaped, hand shaped Makes comparisons relating to size, length, weight and capacity Sequences objects in size order	Explores with measuring tools in play eg tape measure, scales, ruler, jugs	Explores with shapes to compose/decompose. Learns which shapes combine to form other shapes Orders and sequence events using everyday language related to time	Composes and decomposes shapes recognising that shapes can have other shapes within them just like numbers Explores measuring time with timers and calendars	Makes models of increasing complexity Tackles problems involving prediction and discussion of comparisons of length, weight or capacity

Personal, Social & Emotional Development	Explores the new environment Develop confidence and cooperation Manages coat, toilet and cutlery, with help Responds to adults	Recognises emotions of self and others Shows good manners Manages jumper and toilet independently Follows instructions	Conflict resolution Understands routines and expectations Can ask for help when needed Plays in a group	Considers the feelings of others Knows the rules and why they are important Take turns and share	Empathy	Shows resilience and helps peers Manages coat, toilet and cutlery independently
Communication and Language	Good listener Speaks in sentences Good speaker	Links sentences Interacts with confidence	Increased vocabulary Asks questions to check they understand Use and describes in the present tense	Understands more complex questions Uses and describe in the past tense	Express opinions and justify them in sentences	
Physical Development – Gross motor skills	Engages with physical play – throwing, or kicking a large ball, balancing activities Aware of what their body can do - skipping, slithering, tip toe, jumps and lands safely, runs in a straight line Balance bike Scooter	Aware of space around them Follows safety rules eg not running near climbing frame Moves body in response to music Negotiates obstacles Catch a large ball Throw into a bucket	Refining how they move Chasing games- changing speed and direction Travel skilfully and safely on the trim trail Express feelings to music Holds a small ball on a spoon Walks, jumps, hops to sound	Moves with flexibility and spatial awareness: rolls, crawls, jumps, hops, skips, climbs Responds and moves to a stimulus – faster or slower music Can throw and catch a tennis ball Pop bubbles with a finger, trace a shape or line with a finger	Make up simple dances Balance – trim trail Can pull themselves on to something higher – climbing frame	
Physical Development – Fine motor skills	Threading – larger scale Large paintbrushes Large scale construction equipment (eg Duplo)	Draws people, shapes, crosses and letters Forms lower case letters Holds and plays musical instruments Uses scissors, knife and fork Squeezes, rolls and pinches playdough Medium paintbrush	Draws people with more detail – fingers, arms, trunk Majority of letters correctly formed Tripod grasp used Threads small scale equipment eg beads Uses a hole punch and treasury tags	More complex pictures combining shapes Keeps a steady beat when playing an instrument Cuts around circles and other shapes Joins using hole punch and split pins	Taps a rhythm Control when colouring/painting Smaller paintbrush Uses knife and fork correctly	
RE	What makes people special? Recall a story of Jesus healing Explain why people think he is special Reflect on who is special to us	What is Christmas? Recall the story of Christmas Discuss how it feels to give and receive a gift. Describe a favourite gift.	How do people celebrate? Explain who celebrates Holi. Describe some of the Hindu beliefs. Describe how Holi is celebrated.	What is Easter? Recall the Easter story Explain who celebrates Easter Describe the symbols associated with Easter.	What can we learn from stories? Recall a story Discuss the story Reflect on what the story is teaching us	What makes places special? Consider who visits the different place of worship in our community. Explain why people visit the different place of worship in our community. Describe events that may take place in the different place of worship in our community.
Understanding the World – Past & Present	History: Chronology & sequencing Visual timetables to sequence the day Talks about their family Understands the relationship in a basic family tree – siblings, mum, dad and grandparents Similarities & Differences Knows people in the school environment and their roles eg HT, site manager, school cook Shows an interest in the different roles of people in the community talks about their jobs, uniforms and transport	History: Chronology & sequencing Remembers and talks about significant events in their own experiences Knows the days of the week in order Uses vocabulary – today, tomorrow, yesterday – correctly Names the four seasons Historical Enquiry Show interest in unknown objects, exploring textures, moving parts etc Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds	History: Chronology & sequencing Knows when their birthday is And that it is to celebrate their birth Recognises and describes special times and events for their family and friends Historical Enquiry Hypothesises about the function of artefacts Similarities & Differences Compares and contrasts birthdays and other celebrations through time using photographs, stories and artefacts	History: Chronology & sequencing Orders and sequences pictorial representations of their daily routine Knows that some events were before them, their parents or their grandparents Historical Enquiry Comments on images of familiar situations from the past Engages with non fiction books and talks about them using new vocabulary	History: Chronology & sequencing Sequences a basic human life cycle Sequences their own story ideas using first, next, after that and finally Historical Enquiry Justifies hypothesis regarding artefacts, asks questions, building on others' ideas Similarities & Differences Compares and contrasts different stages of the life cycle of plants, animals and mini beasts Compares and contrasts the basic stages of the human life cycle	Talks about the lives around them and roles in society Identifies similarities and differences between things in the past and now – Seaside holidays Understands the past through settings, characters and events encountered in books read
Understanding the World – People, Culture and Communities	RE: What makes people special? Celebrates and comments on visual differences between everyone in the cohort Geography: Locational Talks about home and places within their environment Creates different play environments – beach, city, forest in small play names features eg tree, river, mountain Geography: Geographical knowledge Knows some places are far away and we can't go there Geography: Similarities/Differences Makes observations of landscapes in books, pictures and videos	RE: What is Christmas? Understands that not everyone celebrates the same festivals but how they celebrate is similar –Christmas Knows that there is a link between stories and festivals Answers and asks why questions about the text that has been read to them Geography: Locational Talks about home and places within their environment Creates different play environments – beach, city, forest in small play names features eg tree, river, mountain Geography: Geographical knowledge Knows some places are far away and we can't go there Geography: Similarities/Differences	RE: How do people celebrate? Knows that there is a link between stories and festivals Takes an interest in unknown religious artefacts Geography: Locational Explain the natural landscape of a biome Knows we have different environments in this country: water/sea, woods, beaches Geography: Geographical knowledge Knows what a globe is and that it represents the world Knows the basic colour key on a map or globe Creates own map of imaginary location using a basic key: tree, sand, sea etc Geography: Similarities/Differences	RE: What is Easter? Understands that not everyone celebrates the same festivals but how they celebrate is similar –Christmas Knows that there is a link between stories and festivals Answers and asks why questions about the text that has been read to them Geography: Locational Knows that we live in England Geography: Geographical knowledge Knows what an island is Takes an interest in maps and globes asking questions to extend knowledge Knows some features of biomes (tundra, desert, forest, grassland/savannah, ocean) Geography: Similarities/Differences	RE: What can we learn from stories? Knows that there is a link between stories and festivals Answers and asks why questions about the text that has been read to them Geographical: Locational Knows that different countries have different landscapes (biomes) Geography: Geographical knowledge Draws own plans/maps of immediate environment Knows about the lifestyles of people in other countries (European) eg food, home, clothing, significant buildings, languages, culture Knows there are many different countries in the world Geography: Similarities/Differences	RE: What makes places special? Knows the landmark buildings in the local environment and discusses their importance Knows some similarities and differences between religious and cultural communities in this country Geography: Locational Names some hot/cold countries Geography: Geographical knowledge Describes the immediate environment using knowledge from maps Geography: Similarities/Differences Makes inferences about different locations based on previous knowledge or experiences: Clothing ; buildings; foods; weather; animals; landscape

		Makes observations of landscapes in books, pictures and videos	Discusses the difference between a biome with an extreme climate and that of Hackenthorpe	Makes links between their knowledge of biomes to classify animals	Understands that other countries have traditional foods, buildings, clothing and their own language like we do in England	
Understanding the World – The Natural World	Working Scientifically Shows curiosity in the environment Similarities & Differences/Changes Says what they can hear, see and feel whilst outside Names the season and talks about their differences and impact on their lives	Working Scientifically Explores and comments on unknown objects Observes and talks about changes in objects over a period (melting) Similarities & Differences/Changes Observes an immediate change Observes the changes in nature that they notice Names the season and talks about their differences and impact on their lives	Working Scientifically Takes part in simple experiments led by an adult (floating/sinking) Makes simple predictions with support Similarities & Differences/Changes Answers and asks why questions Explores non fiction books Listens to and about non fiction books Names the four seasons and talks about their differences and impact on their lives	Working Scientifically Carries out a simple set up experiment (sorting materials) Talks about similarities in materials (classifying) (done in Sp1) Similarities & Differences/Changes Classify animals based on similarities Understand animals have similar features to live in a habitat Names the season and talks about their differences and impact on their lives	Working Scientifically Selects equipment to help them to follow an enquiry of their own eg which mini beasts live in the outdoor area? Records observation in a number of ways – drawing, writing, photos Similarities & Differences/Changes Understands passing of time through a simple life cycle of plants, animals and minibeasts Sequences the basic human life cycle	Working Scientifically Explores the natural world around them, making observations and drawings of animals and plants Similarities & Differences/Changes Knows some similarities and differences between the natural world around them and contrasting environments Understands some important processes and changes in the natural world (seasons/states of matter)
Expressive Arts – Being Imaginative & Expressive	Imagination & Creativity Develops preference for forms of expression Creates movement in response to music Sings to themselves and makes up own songs Engages in imaginative role play based on first hand experiences Music: Hearing & listening Identifies and matches an instrument sound Music: Singing <u>Sings a few familiar songs</u> Creates vocal sounds in games Music: moving & dancing Claps/taps to the pulse of music Claps/taps to music when singing Music: exploring & playing Plays instruments with control (loud/quiet, fast/slow) Shows control to hold and play instruments	Imagination & Creativity Uses available resources to create props to support role play Develops storylines with detail in their pretend play Music: Hearing & listening Thinks abstractly and expresses this physically/verbally eg this music sounds like... Music: Singing Sings in a group or on their own increasingly matching pitch and following the melody Sings the pitch of a tone sung by another person Sings the melodic shape of familiar songs Music: moving & dancing Uses movement to express feeling Adjusts movements to the sound of instruments eg jumps to the beat of a drum Music: exploring & playing Keeps a steady beat with an instrument Taps rhythms to accompany words	Imagination & Creativity Creates scenarios in collaboration with others where they have different roles Plans and communicates collaboratively about play Notices what adults do, imitating them spontaneously when the adult is not there Music: Hearing & listening Distinguishes and describes changes in music and compares pieces of music Music: Singing Sings a range of well known songs and nursery rhymes Performs songs, rhyming poems and stories with others Music: moving & dancing Replicates familiar choreographed dances Choreographs own dance to familiar music individually or in groups Music: exploring & playing Plays along to the beat of the song they are singing or music being listened to			
Expressive Arts – Creating with Materials	Art Drawing Knows that lines can be used to create shapes that represent objects Drawings includes square, rectangles and circles Painting Large & medium paintbrushes to add colours and lines in sweeping movements Stores wet painting independently to dry Colour Explores making colours Distinguishes between colours and names them Multimedia Manipulates malleable materials to create shapes Selects resources to use in a collage based on personal choice eg I like blue DT Design: Creates items of personal interest Uses the environment/images as inspiration Make: Building blocks stage 4: enclosures Expands buildings to take up large areas Enclosures and bridges are used for imaginative play with small world props Beginning to cut a curved line Technical knowledge: Can join construction pieces together to build and balance Evaluate: Plays with their creations	Art Drawing Combines shapes to create another eg rectangle and circle to make a hat Basic observation drawings Painting Medium and thin paint brush Can paint within lines Experiments with printing, stamping, colour wash Colour Uses a variety of colours when colouring and painting Selects colour for purpose eg yellow for the sun Multimedia Selects from a variety of resources for collage verbalises choices in collage and construction DT Design: Says what they are going to make first and what they want it to look like Creates objects for a given purpose Make: Building blocks: stage 5 Symmetry and pattern Pieces are selected due to size and shape to add symmetry and pattern Cuts around circles, squares and images confidently, changing cutting direction and angle of hold Technical knowledge: Knows when to use specific adhesives (glue stick – paper, PVA – heavier items) and does so effectively Knows that paper can be joined in several ways and uses this in their creations Evaluate: Shows pride in their creations, labelling them for safe keeping Reflects on their project and says what worked well	Art Drawing Increased detail and shape based on observations Painting Selects own painting technique, resources and tools Colour Experiments with tints and shades Attempts to keep colours clean by washing brushes Multimedia Explores texture and describes orally Imitates marks and textures in clay/dough DT Design: Explains what they have created, explain the process and what it is for Make: Uses small construction materials that join in different ways, with confidence Technical knowledge: Selects construction pieces for aesthetics, size or function Joins simple components in a 3D structure effectively using a selected method eg box modelling Evaluate: Reflects on their project and says what worked well Evaluate and edits work throughout the process			