

# LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Why do you love me so much?	Why do leaves go crispy?	Which was the biggest dinosaur?	Why do zebras have stripes?	Are eggs alive?	Why can't I have chocolate for breakfast?
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• Building relationships with new staff and new children.</li><li>• Talking about families and friends</li><li>• Performing in the Nativity</li><li>• Classroom rules and expectations.</li></ul> <p><b><u>Aut 1 PSHE - Being Me in My World</u></b></p> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	<ul style="list-style-type: none"><li>• Takes steps to resolve conflicts.</li><li>• Share ideas and opinions with other children about how to organise an activity.</li></ul> <p><b><u>Spr 1 PSHE - Dreams and Goals</u></b></p> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<ul style="list-style-type: none"><li>• Show sensitivity towards others needs and feelings and form positive, lasting relationships</li></ul> <p><b><u>Sum 1 PSHE - Relationships</u></b></p> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<p><b><u>Sum 2 PSHE - Changing Me</u></b></p> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations		
	<p><b><u>Aut 2 PSHE - Celebrating difference</u></b></p> Identifying talents Being special Families Where we live Making friends Standing up for yourself				<p><b><u>Spr 2 PSHE - Healthy Me</u></b></p> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	

RE	<p><b><u>Which people are special and why?</u></b></p> <p>Who is special to you and why?</p> <p>Why are some people special?</p> <p>What story do Sikhs tell about a special person?</p> <p>What is a good friend like?</p> <p>How did Jesus make some very special friends?</p> <p>What can a Christian learn from actions in a story?</p> <p>What story shows Jesus being a friend and caring for others?</p>	<p><b><u>Which times are special and why?</u></b></p> <p>What special times have you had? What do other people celebrate?</p> <p>What happens at Sukkot and why?</p> <p>What story do Hindu people remember at Diwali? What happens at Diwali and why?</p> <p>What happens at Christmas, and why?</p> <p>What can we say about Christmas, Diwali and Sukkot?</p>	<p><b><u>Which stories are special and why?</u></b></p> <p>What is your favourite story and why?</p> <p>What do you think Jesus was (is) like?</p> <p>What stories are special to Christians? What happens in a story from the Bible?</p> <p>Does the story tell you about God? What do you learn?</p> <p>What stories do you know that are special to Muslims? Who are the stories about? What happens in the story? Does the story tell you about God?</p> <p>What is the holy book for Muslims?</p> <p>What are the similarities and differences between different people's special stories?</p>	<p><b><u>Being special: Where do we belong?</u></b></p> <p>What makes us feel special?</p> <p>What makes Christians feel special to God?</p> <p>How do Christians know that children are special to God?</p> <p>What groups do we belong to? How do we know we belong to a group? What groups do religious people belong to?</p> <p>How are babies welcomed into the Christian family?</p> <p>How is a baby welcomed into the Muslim religion?</p> <p>How do Hindu brothers and sisters show their love for each other at a festival?</p>	<p><b><u>What is special about our world?</u></b></p> <p>What are our favourite things about nature?</p> <p>What do you think is special about the world?</p> <p>How can we tell the Christian story of creation?</p> <p>What stories do Muslim people tell about God's creation?</p> <p>How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens?</p> <p>Is our world 'very good'?</p>	<p><b><u>Which places are special and why?</u></b></p> <p>Where is special to me?</p> <p>Where is a special place for Christians to go?</p> <p>What makes a church special?</p> <p>Where is a special place for Muslims to go?</p> <p>What makes a mosque special?</p> <p>What is important in a church and a mosque?</p> <p>How are holy buildings similar and different?</p> <p>What is needed to make a truly special place of our own?</p>
Physical Development	<ul style="list-style-type: none"> <li>• Getting changed independently for PE</li> <li>• Using a range of one handed tools and equipment.</li> <li>• Using the correct pencil grip</li> <li>• Dough Disco</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss the effects of exercise on our bodies Practise letter formation and number formation</li> <li>• Dough Disco</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss a healthy lifestyle</li> <li>• Dough Disco</li> <li>• Sports Day</li> </ul>	
	<p><b><u>Introduction to PE:</u></b></p> <p>Negotiating space, working successfully with other children.</p>	<p><b><u>Fundamentals:</u></b></p> <p>Moves freely with confidence in a range of ways such as walking, running, jumping, skipping, sliding.</p>	<p><b><u>Team games:</u></b></p> <p>Develop movement skills through games. Negotiating space successfully.</p>	<p><b><u>Dance:</u></b></p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings. Represent ideas through dance.</p>	<p><b><u>Ball skills:</u></b></p> <p>Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.</p>	<p><b><u>Athletics:</u></b></p> <p>Travel with confidence and skill under, over and through balancing and climbing equipment.</p>
Communication & Language	<ul style="list-style-type: none"> <li>• To follow a simple instruction</li> <li>• To sit and listen in a range of situations.</li> </ul>		<ul style="list-style-type: none"> <li>• Retell a simple event</li> <li>• Listening to stories and responding with relevant comments or questions</li> <li>• Speaking in a familiar group</li> </ul>		<ul style="list-style-type: none"> <li>• Listen attentively in a range of situations</li> <li>• To ask questions and respond in a detailed way.</li> </ul>	

Literacy	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Picture books</li> <li>• Writing names</li> <li>• Forming letters</li> <li>• Writing labels/captions for images</li> <li>• Writing a list</li> <li>• Rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Writing name</li> <li>• Writing cards</li> <li>• Continues a rhyming string</li> <li>• Writing labels/ captions to go with work in different areas</li> <li>• Cards/messages</li> <li>• Writing a list</li> <li>• Letter to Santa</li> </ul>	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Beginning to write sentences to go with work.</li> <li>• Recount of an event</li> <li>• Invitations</li> <li>• Captions</li> <li>• Lists</li> <li>• Labels</li> </ul>	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Re-telling stories /story maps</li> <li>• Write sentences to go with work.</li> <li>• Writing a list</li> <li>• Writing cards</li> <li>• Writing rules</li> <li>• Recount of an event</li> <li>• Postcards</li> </ul>	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Write a duckling diary</li> <li>• Retell a traditional tale / story maps</li> <li>• Writing rules / instructions</li> <li>• Designing a poster</li> <li>• Recount of an event</li> </ul>	<ul style="list-style-type: none"> <li>• High quality texts: fiction + non-fiction</li> <li>• Write a set of instructions</li> <li>• Write a recipe</li> <li>• Book reviews</li> <li>• Invitations</li> <li>• Use imagination to change a storyline</li> <li>• Re-telling stories</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Counting to 20</li> <li>• Working with Numicon</li> <li>• One more than a number to 10/20</li> <li>• Matching numerals to quantities</li> <li>• Positional language</li> <li>• Working with more/less/fewer</li> <li>• 2D Shape</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Working with numbers to 20</li> <li>• 2D and 3D shape</li> <li>• One less than a number to 10 /20</li> <li>• Length</li> <li>• Pattern</li> <li>• Positional language</li> <li>• Adding two groups of objects together:</li> <li>• practical addition</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Working with numbers to 20</li> <li>• Weight</li> <li>• Capacity</li> <li>• Addition</li> <li>• Doubling</li> <li>• Practical subtraction</li> <li>• 2D and 3D Shape</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Working with numbers to 20</li> <li>• Counting in 2's, 5's</li> <li>• Money</li> <li>• Addition, counting on</li> <li>• Halving</li> <li>• Subtraction</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Design recipes/posters of healthy food.</li> <li>• Working with numbers to 20</li> <li>• Addition: counting on</li> <li>• Subtraction: counting back</li> <li>• Halving</li> <li>• Sharing</li> <li>• Counting in 2's</li> <li>• Counting in 5's</li> <li>• Counting in 10's</li> <li>• 2D and 3D Shape</li> <li>• Money</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Working with numbers to 20</li> <li>• Addition</li> <li>• Subtraction</li> <li>• Time</li> <li>• Number bonds</li> <li>• 2D and 3D Shape</li> <li>• Counting in 2's</li> <li>• Counting in 5's</li> <li>• Counting in 10's</li> <li>• Problem solving</li> <li>• Number formation</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Discussing similarities and differences between us and other people</li> <li>• Families and friends</li> <li>• Celebrations – Halloween, Diwali. Using different technology</li> </ul>	<ul style="list-style-type: none"> <li>• Using different technology</li> <li>• Seasonal changes (autumn)</li> <li>• Similarities and differences in weather</li> <li>• Habitats</li> <li>• Celebrations – Bonfire Night, Remembrance Day, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing our families, the people around us and ourselves.</li> <li>• Similarities and differences in dinosaurs</li> <li>• Using different technology</li> <li>• Celebrations – Chinese New Year, Valentine's Day, Pancake Day</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing animals from different habitats- similarities and differences</li> <li>• Compare the different countries that the animals live in.</li> </ul>	<ul style="list-style-type: none"> <li>• Animal lifecycles</li> <li>• Seasonal changes (spring)</li> <li>• Growth and change</li> <li>• How to look after the environment and things in it.</li> <li>• Planting seeds</li> <li>• Using different technology</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy eating</li> <li>• Compare/ try foods from different countries</li> <li>• Exercise- how sports have changed over time</li> <li>• Dental hygiene</li> </ul>

Technology	<p><b>Technology in the areas in the Reception</b> – Walkie Talkies, torches, Easy Ears headphones for story listening, two computers with keyboards and mouse for typing and computing skills, smartboard, I-pads, easi-speak microphone to dictate short sentences.</p> <p><b>Using the smartboard and computers</b> – using 2simple programmes independently, numicon software used throughout the year, phonics play, Purple Mash, access stories on the computer to enhance topic, working with staff to resource information on the I-pad.</p>					
Expressive Arts & Design	<ul style="list-style-type: none"> <li>• Design recipes/ posters of healthy food.</li> <li>• Self-portraits</li> <li>• Performing in Harvest Festival</li> <li>• Drawing ourselves and our family</li> <li>• <b>Wassily Kandinsky</b> – Recreating Kandinsky's 'concentric circles' using colours of love 'pink and red' and changing the circles into shapes of hearts.</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas crafts</li> <li>• Singing Christmas Songs</li> <li>• <b>Andy Goldsworthy</b> – Creating images using autumn materials</li> </ul>	<ul style="list-style-type: none"> <li>• Valentine's day art activities</li> <li>• Art activities linked to dinosaurs</li> <li>• <b>Christo and Jeanne Claude (Wrapping architecture)</b> – using technique of wrapping to wrap dinosaurs in different material.</li> </ul>	<ul style="list-style-type: none"> <li>• Animal patterns</li> <li>• Animal music/ moving like an animal</li> <li>• Art activities linked to jungle animals</li> </ul>	<ul style="list-style-type: none"> <li>• Planting seeds</li> </ul>	<ul style="list-style-type: none"> <li>• Use fruit to create art</li> <li>• Colour mixing</li> <li>• Design recipes/ posters of healthy food.</li> <li>• <b>Piet Mondrian</b> – designing Mondrian table clothes for a healthy picnic.</li> </ul>
Music	<p><b><u>Charanga- Me!</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Harvest festival</u></b> To play and perform in an ensemble to celebrate the Harvest festival.</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>	<p><b><u>Charanga - Our World</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Carol concert</u></b> To sing and perform as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>	<p><b><u>Charanga - My Stories</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>	<p><b><u>Charanga - Big Bear funk</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Motivation assembly</u></b> To sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>	<p><b><u>Charanga – Everyone</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>	<p><b><u>Charanga - Reflect, replay, rewind</u></b> Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b><u>Singing tuition</u></b> Study the inter-related dimensions of music through singing.</p>