







# LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project</b>	 <p>Are we there yet?</p>	 <p>Are carrots orange?</p>	 <p>What happens when I fall asleep?</p>	 <p>Do cows drink milk?</p>	 <p>Will you tell me a story?</p>	 <p>What can you see in summer?</p>
<b>Personal, Social and Emotional Development</b>	<p><b>Aut 1 PSHE - Being Me in My World</b> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p><b>Aut 2 PSHE - Celebrating difference</b> Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>		<p><b>Spr 1 PSHE - Dreams and Goals Challenges</b> Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p><b>Spr 2 PSHE - Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>		<p><b>Sum 1 PSHE - Relationships Family life</b> Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p><b>Sum 2 PSHE - Changing Me</b> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>	
<b>RE</b>	<p><b><u>Which people are special and why?</u></b> Who is special to you and why? Why are some people special? What story do Sikhs tell about a special person? What is a good friend like? How did Jesus make some very special friends? What can a Christian learn from</p>	<p><b><u>Which times are special and why?</u></b> What special times have you had? What do other people celebrate? What happens at Sukkot and why? What story do Hindu people remember at Diwali? What happens at Diwali and why? What</p>	<p><b><u>Which stories are special and why?</u></b> What is your favourite story and why? What do you think Jesus was (is) like? What stories are special to Christians? What happens in a story from the Bible? Does the story tell you</p>	<p><b><u>Being special: Where do we belong?</u></b> What makes us feel special? What makes Christians feel special to God? How do Christians know that children are special to God? What groups do we belong to? How do we know we belong to a group?</p>	<p><b><u>What is special about our world?</u></b> What are our favourite things about nature? What do you think is special about the world? How can we tell the Christian story of creation? What stories do Muslim people tell</p>	<p><b><u>Which places are special and why?</u></b> Where is special to me? Where is a special place for Christians to go? What makes a church special? Where is a special place for Muslims to go? What makes a mosque special?</p>

	actions in a story? What story shows Jesus being a friend and caring for others?	happens at Christmas, and why? What can we say about Christmas, Diwali and Sukkot?	about God? What do you learn? 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? What is the holy book for Muslims? What are the similarities and differences between different people's special stories?	What groups do religious people belong to? How are babies welcomed into the Christian family? How is a baby welcomed into the Muslim religion? How do Hindu brothers and sisters show their love for each other at a festival?	about God's creation? How does Muhammad show Muslims how to behave in the story of Muhammad and the Kittens? Is our world 'very good'?	What is important in a church and a mosque? How are holy buildings similar and different? What is needed to make a truly special place of our own?
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>• 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>	
	<b>Introduction to PE:</b> Negotiating space, working successfully with other children.	<b>Fundamentals:</b> Moves freely with confidence in a range of ways such as walking, running, jumping, skipping, sliding.	<b>Team games:</b> Develop movement skills through games. Negotiating space successfully.	<b>Dance:</b> Initiates new combinations of movement and gesture in order to express and respond to feelings. Represent ideas through dance. Ball	<b>Ball skills:</b> 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.	<b>Athletics:</b> Travel with confidence and skill under, over and through balancing and climbing equipment.
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>• Numbers to 5</li> <li>• Sorting</li> <li>• Comparing numbers within 5</li> <li>• 2d shapes</li> <li>• Working with Numicon</li> <li>• Matching numerals to quantities</li> <li>• Number formation</li> </ul>	<ul style="list-style-type: none"> <li>• Change within 5</li> <li>• 1 more/ 1 less</li> <li>• Length</li> <li>• Time</li> <li>• Positional language</li> <li>• Number formation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Number bonds to 5</li> <li>• Part whole model</li> <li>• Numbers to 10</li> <li>• Comparing numbers within 10</li> <li>• Addition to 10</li> <li>• Number bonds to 10</li> <li>• Ten frames</li> <li>• Number formation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• 2d Shape</li> <li>• 3d shape</li> <li>• Practical subtraction</li> <li>• Number formation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Patterns</li> <li>• Adding by counting on</li> <li>• Subtracting by counting back</li> <li>• Counting to 20</li> <li>• Doubling</li> <li>• Halving and sharing</li> <li>• Number formation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Odds and evens</li> <li>• Weight</li> <li>• Volume and capacity</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> <li>•</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> <li>• Healthy eating</li> <li>• Compare/ try foods from different countries</li> <li>• Discuss where food comes from</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing our families, the people around us and ourselves.</li> <li>• Discuss the people who help us at night time</li> <li>• Job roles who help us- visitors</li> <li>• Impact of sleep on our bodies</li> <li>• Using different technology</li> <li>• Celebrations – Chinese New Year, Valentine’s Day, Pancake Day</li> <li>• Comparing animals from different habitats- similarities and differences</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the different countries that the animals live in.</li> <li>• Looking at life cycles</li> <li>• Where food is produced. Crops etc</li> <li>• Animals and their young.</li> <li>•</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>• Seasonal changes</li> <li>• Comparison of different clothing you will need.</li> <li>• Clothes from the past</li> <li>• Seaside in the past.</li> <li>• Food at the beach</li> <li>• Healthy eating</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	<p><u><b>Claes Oldenburg and Coosje van Bruggen (Bottle of Notes)</b></u></p>	<p><u><b>Christo and Jeanne Claude (Wrapping architecture):</b></u> Using technique of wrapping to wrap vegetables in different material.</p>	<p><u><b>Vincent Van Gough</b></u></p>			<p><u><b>Kandinsky</b></u> Recreating Kandinsky's 'concentric circles' using colours of love 'pink and red' and changing the circles into shapes of hearts.</p>
Music	<p>Charanga- Me! Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Harvest festival To play and perform in an ensemble to celebrate the Harvest festival.</p> <p>Singing tuition Study the inter-related dimensions of music through singing.</p>	<p>Charanga - Our World Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Carol concert 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>Singing tuition Study the inter-related dimensions of music through singing.</p>	<p>Charanga - My Stories Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Singing tuition Study the inter-related dimensions of music through singing.</p>	<p>Charanga - Big Bear funk Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Motivation assembly 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>Singing tuition Study the inter-related dimensions of music through singing.</p>	<p>Charanga – Everyone Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Singing tuition Study the inter-related dimensions of music through singing.</p>	<p>Charanga - Reflect, replay, rewind Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Singing tuition Study the interrelated dimensions of music through singing.</p>