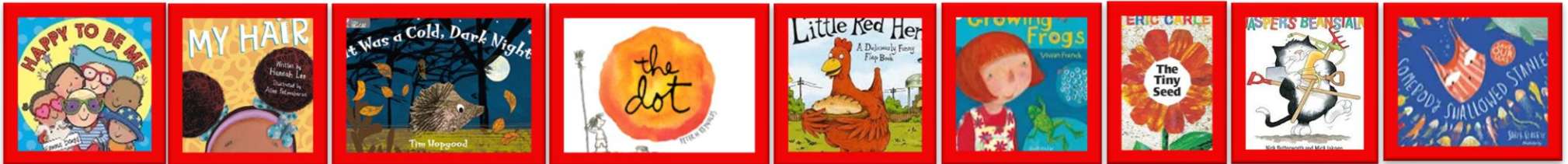


St Pauls CE Primary School

Reception Curriculum

Long Term Plan



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Whilst we have a planned curriculum we also align ourselves with best practise in EYFS and work with children's interests, motivations and fascinations and balance them alongside our planned curriculum

EYFS: Reception

Sequenced Curriculum – 2026-27

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	What makes me special?	Celebrations	Once Upon a time...		The Great Outdoors	
Key Text/Hook Cycle 1	Happy to be me Amazing! Owl Babies Autumn	World Nursery Rhyme Week Snappy Birthday Bears Nap The Nativity Story/Winter	The Dot Little Red Riding Hood The Gingerbread Man	The Three Billy Goats Gruff Each Peach Pear Plum Spring/Easter	Jaspers Beanstalk /Erol's Garden The Very Hungry Caterpillar/ The Woolly Bear Caterpillar	Farmyard Hullabaloo Sunk! You Choose Summer/Transition
Linked Songs/Poems	Poetry Basket- Wise Old Owl (Autumn) Happy and You Know it! Owl and the Pussycat	Poetry Basket- Let's Put on Our Mittens (Winter) Nursery Rhyme Week/Christmas Show Songs	Poetry Basket- Stepping Stones (Spring) Humpty Dumpty	Poetry Basket- Pitter Patter (Spring) 5 little monkeys	Poetry Basket- A little Seed for me to grow (Spring) Caterpillar Caterpillar	Poetry Basket- Summer Rain (Summer) Row Row Row you Boat
Key Text/Hook Cycle 2	Happy in our Skin My Hair It was a cold dark night! Autumn	World Nursery Rhyme Week Kippers Birthday Stick Man The Nativity Story/Winter	Giraffe's Can't Dance Goldilocks and the Three Bears The Little Red Hen	The Three Little Pigs Jack and the Beanstalk Daisy and the Egg Spring/Easter	Tad/Growing Frogs! Tiny Seed You Choose/Occupations	Farmer Duck Mad about Minibeasts Somebody Swallowed Stanley Summer /Transition
Linked Songs/Texts	Poetry Basket- Leaves are falling (Autumn) I hear thunder, I hear thunder Big Red Combine Harvester	Poetry Basket- Mice (Winter) Nursery Rhyme Week/Christmas Show Songs	Poetry Basket- Spring Wind (Spring) Goldilocks Lived in the House of the Bears	Poetry Basket- Hungry Birdies (Spring) Five little Ducks	Poetry Basket- I have a little Frog (Spring) A Tiny Seed is Sleeping	Poetry Basket- A Little Shell (Summer) Old McDonald had a Farm
Trips/Visitors Enrichments	- Parents/Carers - Pet/s - Dentist Visit/School Nurse	- Poet - Birthday show and tell - Christmas Show	- Number Day - Headteacher Visit - Library Visit	- World Book Day - Pocket Park visit - Church Visit - British Science Week	- Fire Station walk - Visits from occupations	- Sports Day - Farm/Sealife Trip
Celebrations / Festivals / Special Events	- Harvest Festival - Autumn	- Bonfire Night - Remembrance Day - Birthdays - Diwali / Hannukah - World Children's Day - World Nursery Rhyme Week - Christmas - Winter	- Valentines Day - Lunar New Year	- Spring - Holi - Passover - Ramadan/Eid - Easter - Mother's Day	- St George's Day - May Day	- World Ocean Day - Father's Day - Summer - Transition

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn	Spring	Summer
Listening, Attention and Understanding - Understand a question or instruction that has two parts ⇒ Daily routines e.g. tidy up time, ... <i>instruction</i> - Understand 'why' questions ⇒ Why do you think he/she feels...? - Understand how to listen carefully and why listening is important - Learn new vocabulary linked to daily routine / theme ⇒ □ What makes me special? Celebrations see med term planning Begin to engage in story time ⇒ Join in with repeated refrains / fill in rhyming words - Listen to and begin to talk about stories to build familiarity and understanding ⇒ Discuss characters, events, setting ... - Listen carefully to rhymes and songs and begin to pay attention to how they sound ⇒ Learn rhymes, songs & poems ⇒ Anticipate words, begin to adapt phrases (<i>with support</i>) Speaking - Use new vocabulary throughout the day (see vocab list) Begin to ask questions to find out more and to check they understand what has been said to them ⇒ Model & encourage questions after instructions Begin to articulate their ideas and thoughts in well-formed sentence ⇒ Express □ Ideas to friends □ Book talk Begin to connect one idea or action to another using a range of connectives... <i>and because, (modelled & support from teacher)</i> Begin to make use of past/present future tense with guidance & modelling from a teacher Begin to describe events in some detail linked to own experience and feelings Begin to develop social phrases through routines & modelling ⇒ Routines of the day ... <i>greetings, How are you?</i> ⇒ Friendship ... <i>Would you like to...?</i> Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words ⇒ Focused & linked texts – within small world / role play	Listening, Attention and Understanding <i>I can begin to understand an instruction with three parts</i> ⇒ Daily routines e.g. tidy up time, <i>rainbow challenges</i> <i>Extend why questions to topic related 'how do you know'</i> ⇒ <i>Eg How do you know it is winter/spring?</i> - Show knowledge of being 'ready to listen' support others - Learn new vocabulary linked to daily routine / theme see vocab medium term planning □ Once upon a time □ Engage in story time ⇒ Join in with repeated refrains / fill in rhyming words/think of own rhyming words ⇒ Listen and be able to spot mistakes i.e story events in the wrong order ⇒ Discuss characters, events, setting and link them to their own experience; I can understand the main problem in the story - Repeat rhymes and songs and use within play ⇒ Learn rhymes, songs & poems (<i>see medium term plan</i>) ⇒ Anticipate words, begin to adapt phrases using own ideas Speaking - Use new vocabulary throughout the day (see vocab list) - Ask questions to find out more and to check they understand what has been said to them (Model & encourage questions) - Articulate their ideas and thoughts in well-formed sentence (2 parts) Begin to find out more by asking questions (model) Begin to use talk to solve problems with each other- <i>how can we make it bigger. Taller... how can we make a ...</i> ⇒ Express □ Ideas to friends □ Book talk - Develop connecting one idea or action to another using a range of connectives... <i>because, but.. (modelled & support from teacher)</i> Describe events in more detail; ordering & linked to own experience and feelings Develop the use of past/present future tense with guidance & modelling from a teacher Develop social phrases through routines & modelling ⇒ Routines of the day ... <i>the weather today is..</i> ⇒ Friendship ... <i>Shall we play...</i> Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: use voices and tones for character in play ⇒ Focused & linked texts – within small world / role play – assign & take on roles – using props-develop storyline	Listening, Attention and Understanding <i>I can to understand an instruction with three parts</i> ⇒ Daily routines e.g. tidy up time, <i>rainbow challenges, daily 5,</i> ⇒ Follow instructions with multiple part (e.g., "Find a leaf, sort it by size, then place it in the tray"). - Respond to "why" and "how do you know?" questions using evidence from observations. - Show confidence of being 'ready to listen' support others – take part in whole school worship once a week □ Confidently Engage in story time ⇒ Learn new vocabulary linked to topic (med term plan) □ The Great Outdoors ⇒ Show confidence in listening skills and sustain attention during whole-class and small-group lead teaching- ⇒ Listen and respond appropriately in back and forth conversations ⇒ Listen to and talk about non-fiction texts to build knowledge of the natural world. ⇒ Suggest alternative endings, settings or characters to the story - Repeat rhymes and songs and use within play ⇒ Learn rhymes, songs & poems (<i>see medium term plan</i>) ⇒ Anticipate words, notice rhyming words and suggest alternatives Speaking - Use new vocabulary throughout the day in meaningful contexts (seedling, chrysalis, habitat, life cycle etc see med term planning). - Retell stories using story language and connectives (first, next, then, finally). - Ask questions to find out more and to check they understand what has been said to them (Model & encourage questions) - Explain ideas clearly ("I think the plant grew faster because..."). Use connect one idea or action to another using a range of connectives... <i>because, and , but.. (modelled and supported with teacher)</i> Use talk to solve problems with each other- <i>how can we attach these parts, what should we do next?</i> ⇒ Express □ Ideas to friends □ Book talk Describe events in more detail; ordering & linked to own exp ⇒ Routines of the day ... <i>we have phonics first and then its lunch</i> ⇒ Friendship ... <i>Can we do this first and then... next</i> ⇒ Hold conversations with back and forth exchanges- making us of past/present/future tenses with modelling & support from teacher Retell/Perform a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words: use voices and tones for character in play - Focused & linked texts – within small world / role play – Develop narratives in role play (garden centre, farm, minibeast world).

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Autumn	Spring	Summer
Self-Regulation - Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>fair, turns, share</i> - How to compromise and negotiate to solve problems - Use □ book talk □ puppets □ real life experiences - Begin to express feelings and consider the feelings of others - Identify and name emotions ... <i>emotion,, sad/happy, confident, frightened, angry, confused,</i> - Link book character's emotion to own experiences ... <i>expression, mood, feeling/emotion</i> - Begin to use Zones Regulation to identify own feelings - Begin to set own goals and show resilience and perseverance in the face of challenge - Set a shared goal with a friend - Begin to identify and moderate own feelings socially and emotionally - Focus on □ keeping <i>calm</i> □ being <i>patient</i> □ waiting for a <i>turn</i> □ <i>sharing</i> □ tidying up after themselves Managing Self - Manage own self-care needs ... <i>fasten</i> - Independent use of □ zips □ buttons □ coats □ shoes - Develop confidence to try new activities and show independence - Access all types of enhancements (indoors & outdoors) - Know and begin to talk about the different factors that support their overall health and wellbeing: - Toothbrushing – importance and how ... <i>clean, decay</i> - Talk about the importance of getting a good sleep ready to come to school - Talk about importance of safer eating- modelling key safer eating strategies.. good sitting posture, small bites, chewing carefully, not being distracted, eating together, drinking water Building Relationships - Begin to see self as a valuable individual - Describe self, positively ... <i>proud, special, love</i> (use books: 'Happy in Our Skin' & 'My Hair') - Begin to build constructive and respectful relationships - Use social language to develop friendships see CL	Self-Regulation - Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>agree, turns,</i> - Actively teach compromise, sharing and turn taking - Use □ book talk □ puppets □ real life experiences - Begin to express feelings and consider the feelings of others - Identify and name emotions ... <i>frightened, angry, confused, disappointed, nervous/worried,</i> - Predict how characters may be feeling- begin to discuss empathy, how we could support/help character/person - Links to Zones of Regulation - Take part in Rainbow Challenge; complete tasks and show resilience- support others to complete their task - Teach 'we can't do it yet..'growth mindset and learning pit/perseverance - Celebrate others' achievements in Rainbow Challenge - Discuss different social situations and relate to feelings- link with stories.. how could we... how would you feel when.. - Focus on helping others.. how can we help.. show empathy Managing Self - Confidence in self care..blowing nose, refilling water bottle (support) - Independent use of □ zips □ buttons □ coats □ shoes - Show confidence when to try new activities and show independence i.e. Lunar new year workshops - Access all types of enhancements (indoors & outdoors) - Know and begin to talk about the different factors that support their overall health and wellbeing: - Teach the Five ways to wellbeing mental health - Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i> - Read PANTS (NSPCC) and discuss safety and boundaries around body parts Building Relationships - Discuss self as a valuable individual – what are we good at/what would we like to get better at - Describe time that you have found things difficult, things that we have grown and been able to achieve since the start of school (Giraffes Can't Dance/The Dot) - What more would we like to achieve New Year's Goals - Build constructive and respectful relationships – discuss relationships and how are friendships make us feel <i>My friend is... they make me feel... because...</i> - Use social language to develop friendships see CL	Self-Regulation - Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... <i>agree, turns,</i> Actively teach through negotiation and compromise - Use □ book talk □ puppets □ real life experiences - Express feelings and consider the feelings of others - Identify and name emotions ..., <i>pleased, frightened, angry, confused, disappointed, nervous/worried,</i> - Discuss characters may be feeling- begin to discuss empathy, how we can support the character/person- can we relate that feeling to a time in our own lives/experience - Links to Zones of Regulation - Take part in Rainbow Challenge & Daily 5 Challenge; complete tasks and show resilience- support others to complete their task - Teach 'we can't do it yet..'growth mindset and learning pit/perseverance - Reflect on our achievements by looking at all we have worked hard to achieve over the year and setting new goals for year 1 - Discuss different social situations and relate to feelings- link with stories... how could we... how would you feel when... - Focus on helping others... how can we help... show empathy - Manage our own behaviour and responses in a range of setting, group time, worship time and school trips Managing Self - Independence in self-care e.g. blowing nose, refilling water bottle with support, zips and buttons, coats and shoes, going to toilet - Confident when trying new activities and going to new places i.e. school trips and visits, worship, all provision, daily 5, challenges - Know and talk about the different factors that support their overall health and wellbeing: <i>the Five ways to wellbeing</i> - Recap & talk about importance of daily exercise and healthy eating - Read TECHOSAURAUS and begin talk about screen time and having sensible amounts - Begin to talk about being safe on roads linked with school visits and trips/ occupations Building Relationships - Know I am valuable individual and I can talk about – what are we good at/what would we like to get better at – linked with transition to year 1 - Work with others on a shared project eg creating minibeasts/a den/shared art project - Be able to wait and take turns whilst playing - I can talk about my friends, what I like to play with them and how they make me feel. - I can respond to others and use the social phrases that I have learnt to initiate play and friendships

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn	Spring	Summer
Gross Motor Skills - Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> ⇒ Engage in and develop confidence in actions Begin to develop overall body-strength, balance, co-ordination and agility. ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prepositions</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> Begin to combine different movements with ease and fluency ⇒ See above obstacle course ⇒ Change movements / directions quickly Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group ⇒ Understand rules and reasons - Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> ⇒ Use different sizes / types of balls – in pairs - Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene Fine Motor Skills <i>Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, check:</i> • that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers • that they can move and rotate their lower arms and wrists Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> ⇒ Consolidate tripod grip ⇒ Confidence in pre-writing shapes and begin to develop letter formation (See Little Wandle handwriting) ⇒ Build confidence in drawing	Gross Motor Skills - Show confidence with movements such as <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing</i> Continue to develop overall body-strength, balance, co-ordination and agility. ⇒ Carrying objects- ie. Bucket of water, large brick, box of toys.. <i>I can carry a heavy object on my own/with a friend</i> ⇒ <i>I can begin to balance on 2 body parts</i> ⇒ Create a sequence of balances individual/by them selves with a physical challenge ⇒ Model vocab for movement and directionality- <i>forward backwards, side to side, fast, slow, graceful, stomp</i> ⇒ Develop skill in taking part in different games which require sustained activity- can improve their stamina to take part for longer Develop core muscle strength with good posture when sitting ... <i>straight, upright, flat</i> Begin to combine different movements with ease and fluency ⇒ See above ⇒ Use a range of heights within their movements Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Challenge those to climb higher, run faster, hold for longer - Continue & refine a range of ball skills including <i>throwing, catching, kicking -with precision and at targets</i> - Further develop the skills they need to manage the school day successfully: be able to use fork and to use knife with some support, turning on the tap to refill their cup Fine Motor Skills <i>Use a comfortable grip with good control when holding pens and pencils- encourage good posture</i> <i>Engage in developing and refining a range of small motor skills with a range of tools- add challenge as necessary when children have mastered skills and for more dextrous</i> ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> ⇒ Begin to develop letter formation and knowledge of letter families- see Little Wandle Handwriting- <i>curly letters, long letters,</i> Show confidence when drawing- adding more detail and varying lines.	Gross Motor Skills - Show confidence & independence with movements such as <i>rolling - crawling - walking - jumping - running - hopping - skipping – climbing- move energetically</i> - Show confidence & independence in strength, balance, co-ordination and agility. ⇒ Carrying objects- ie. Bucket of water, large brick, box of toys.. <i>I can carry a heavy object on my own/with a friend-</i> ⇒ I can balance on 2 body parts ⇒ Create a sequence of balances individual/by themselves with a physical challenge ⇒ Model vocab for movement and directionality- <i>forward backwards, side to side, fast, slow, graceful, stomp</i> - Navigate space and co-ordination in different games which combining above movement and balances and avoiding obstacles - Take part in sports day and races that include balancing, jumping over obstacles, waiting turn and teamwork - Combine movements - When confident with throwing and catching- introduce ball games with rules, bats and rackets - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Challenge those to climb higher, run faster, hold for longer, aim and throw to targets - Show confidence with the skills they need to manage the school day successfully: be able to use fork and to use knife with some support, turning on the tap to refill their cup, peeling fruit, opening packets etc Fine Motor Skills <i>Use a comfortable grip with good control when holding pens and pencils- encourage good posture</i> <i>Engage in developing and refining a range of small motor skills with a range of tools- add challenge as necessary when children have mastered skills and for more dextrous</i> ⇒ Ensure regular engagement and develop confidence in use of tools... <i>grip, steady, snip, twist, curve, straight</i> ⇒ Begin to develop letter formation and knowledge of letter families- see Little Wandle Handwriting <i>bouncy letters, zig-zag letters, capital letters</i> Show confidence when drawing- adding more detail and varying lines.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Autumn	Spring	Summer
Comprehension- See Little Wandle Reading for breakdown of Guided Reading- See Medium term plans for Vocabulary Children learn to: ⇒ Listen to and enjoy a variety of stories, poems and non-fiction texts ⇒ Begin to show an awareness of how stories are structured (beginning end) ⇒ Talk about stories using pictures to support ⇒ Predict some of the story line and vocabulary ⇒ Describe and talk about the story setting, events and main characters with support/guidance ⇒ Begin to re-enact or retell a simple text, using some of their own words and vocabulary and language structures (syntax) from the text ⇒ Begin to say how they feel about stories / poems / texts ⇒ Choose a book and begin to explain their choice Word Reading- See Little Wandle Phonics for breakdown of teaching Concepts around print Children learn to: ⇒ Secure understanding of the difference between: □ words (know that you can get longer and shorter words) □ letters □ pictures / illustrations ⇒ Know: □ where to start reading □ which way to continue to read □ where to go next (i.e. return sweep) □ the correct orientation of letters and words ⇒ Follow words with one-to-one correspondence ⇒ Begin to be aware that sentences start with a capital letter and end with a full stop ⇒ Identify and name and talk about different parts of the book i.e title front cover Writing - See Writing long term plan Concepts around print Children learn to: ⇒ Secure understanding of the difference between: □ words □ letters □ pictures / illustrations ⇒ Understand directionality of print □ know the left page is before the right page □ where to start writing □ which way to continue writing (left to right) □ concept of a word and a letter □ correct orientation of letters and words □	Comprehension- See Little Wandle Reading for breakdown of Guided Reading- See Medium term plans for Vocabulary Children learn to: ⇒ Describe and talk about the story setting, events and main characters ⇒ Listen to and enjoy an increasing range of stories, poems and non-fiction texts ⇒ Know that information can be retrieved from books and other texts ⇒ Show an awareness of how stories are structured (Beg, mid, end) Predict some events that may happen ⇒ Retell narratives in the correct sequence, drawing on vocabulary and language patterns from stories (during play, adult led activities and using vocabulary) ⇒ Begin to repeat words , phrases or sentences to check , confirm or modify reading ⇒ With support/guidance, comment on texts, e.g. on personality of main characters ⇒ Say how they feel about stories / poems / texts ⇒ Choose a book and explain their choice Word Reading- See Little Wandle Phonics for breakdown of teaching Children learn to: ⇒ Consolidate secure control of one-to-one matching ⇒ Begin to discriminate between and match capital and lowercase letters (only once/when Phase 2 secure- leave til summer term if need) ⇒ Locate and begin to recall the title of the book ⇒ Begin to cope with one-two lines of text on a page. ⇒ Begin to locate and notice a full stop when reading ⇒ Identify and name and talk about different parts of the book i.e consolidate (title, font cover) and back cover blurb author Writing - See Writing long term plan Concepts around print Children learn to: ⇒ Discriminate between and match capital and lowercase letters (once phase 2 secure) ⇒ Begin to be aware that we need capital letter at the beginning of a sentence or caption ⇒ Begin to be aware we need a full stop at the end of a sentence ⇒ Begin to be aware where to start writing if on lines (top to bottom) and where to go next (return sweep)	Comprehension- See Little Wandle Reading for breakdown of Guided Reading- See Medium term plans for Vocabulary ⇒ Enjoy an increasing range of books ⇒ Know that information can be retrieved from books, computers, signs and symbols ⇒ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play ⇒ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ⇒ Anticipate -where appropriate -key events in stories ⇒ Retell narratives in the correct sequence, drawing on language patterns of stories ⇒ With support/guidance, comment on texts, e.g. on personality of main characters ⇒ Repeat words, phrases or sentences to check, confirm or modify own reading ⇒ Begin to recognise that additional information may be contained in illustrations, diagrams etc ⇒ Use simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction ⇒ Begin to notice some relationships between one text and another ⇒ Begin to comment spontaneously on perceived links with own life experience or other experiences, e.g. films, books Word Reading- See Little Wandle Phonics for breakdown of teaching Children learn to: ⇒ With support discriminate between and match capital and lowercase letters ⇒ Locate and recall the title of the book ⇒ Begin to cope with two -three lines of text on a page ⇒ Begin to cross-check all sources of information more quickly while reading Writing - See Writing long term plan Concepts around print Children learn to: ⇒ Secure sounds to letters ⇒ Discriminate between and match capital and lowercase letters in line with Little Wandle ⇒ Begin to use and grow in confidence using a capital at the beginning of a sentence ⇒ Use a full stop at the end of a sentence

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

See Long Term Maths Planning

UNDERSTANDING THE WORLD □ Past and Present □ People Culture & Communities □ The Natural World (Foundational links to History, Science, Geography RE)

Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
Past & Present ⇒ Use and understand a visual timetable to follow the daily routine..<i>now, next,.. – discuss what they have accomplished over the day</i> ⇒ Begin to show an awareness of things that have happened in the past (celebration of their birthdays) link to chronology and how they get older each year- Use Birthday Show & Tell ⇒ I can link the chronology of my early life i.e. being born- learning to walk/talk- starting school for the first time ⇒ I can talk about events that have happened in the past i.e. weekend/holiday news/memories from the past with my family ⇒ <i>Listen and join in with</i> the names of the days in order within a song ⇒ Comment on pictures of Manchester from the past- what has changed- where I live People, Culture & Communities ⇒ Learn the names of other children in my class/group- begin to describe our similarities and differences and develop friendships ⇒ Discuss and share special moments and pictures of their family- know that all families are different and link experiences of families to their own experience ⇒ Talk positively about similarities and difference/what makes each of us special. <i>eye/hair/skin colour- talk about respect for all</i> ⇒ Discuss their own home experience how it might be the same/different to others- link to environment – I know that I live in Manchester which is a city- link to other places in UK people live ⇒ Discuss different celebrations and describe different events in the celebration <i>Diwali, Christmas</i> ⇒ Understand and feel a sense of belonging <i>to St Paul's Community- learn about Christian values of love and thankfulness</i> ⇒ I can describe how to show respect to all people and cultures ⇒ Begin to explore Children's Rights, discuss some key rights and celebrate World Children's Day- I can name a right to come to school ⇒ Visit from Dentist – I can describe why it is important to keep teeth clean and how to keep teeth healthy The Natural World ⇒ I can describe the changes in seasons Autumn/Winter eg. Leaves begin to fall off some trees, it gets colder, animals hibernate ⇒ I can observe weather patterns and describe the weather ⇒ I can sing songs/and link my play to the natural world i.e. its raining its pouring ⇒ Observe and interact with natural processes, such as ice melting link to seasons a sound causing a vibration (music) ⇒ Learn about senses sight hearing- use them to explore outside- On season walk outside children to note/record what they see hear	Past & Present ⇒ Discuss what has been achieved so far in reception - ⇒ Predict long term goals. link to new year goal, what I would like to do in the future ⇒ Begin to recite the names of the days in order ... with a song ⇒ Use texts and stories such as Lunar New Year/Easter story to comment on how things we different in the past- how people used stories to share meaning as they had no phones/computers etc ⇒ Use stories to look at objects from the past and how they have changed. i.e. cooking equipment, toys and dolls, traditional tales i.e. Jack going to sell a cow, pale of water etc People, Culture & Communities ⇒ Begin to explore their wider community with local visits to the library/pocket park/Church and Withington- describe events at these places and what happens/why they are important ⇒ Continue to learn about a range of celebrations, Lunar New Year/Easter/Eid/Passover and learn about how it is celebrated all over the world- link these to own experience and comment on similarities difference ⇒ Understand that celebrations happen all over the world- compare different celebrations of Easter/Lunar new year compared to celebrations in Manchester- comment on similarities/differences ⇒ I Know that I belong to St Paul's school- I can begin to learn some of the Christian values- I can talk about some Christian values and give some examples of this in my own words i.e. <i>love is when my mummy hugs me I forgave.. when 'XY' happened.</i> ⇒ Participate in EYFS weekly worship to celebrate our success ⇒ Learn and celebrate a range of festivals and celebrations, Holi, Ramadan, Eid, Passover The Natural World ⇒ I can describe the changes in seasons Winter/Spring I can link this to what will happen in the future.. <i>the flowers will bloom seedlings will grow</i> ⇒ I can complete observational drawings of spring flowers- trying to label different parts ⇒ I can observe weather patterns and describe the weather – linking this to typical weather in seasons... In spring it can be... ⇒ I can sing songs/and link my play to the natural world i.e. Spring song show ⇒ Observe and interact with natural processes, a magnet attracting an object and a boat floating on water l	Past & Present ⇒ Reflect what has been achieved over the year in Reception- discuss using past tense vocab all the stories/topics we have covered/ discuss things we have learnt our likes and dislikes ⇒ Discuss a goal for the future- linked to transition- what would you like to do/achieve/learn about in year 1 ⇒ Recite the names of the days in order ... with a song- Can you tell me what day it was yesterday/what day is today/what day is tomorrow? ⇒ Use stories from topic such as farm information books to look at how farms have changed i.e. a horse used to pull the wagon, now we have tractors , what is the same what is different? ⇒ Use stories to learn about the lives and roles of different people in society/how have things changed/what is the same what is different? Why are they important? How do they help us People, Culture & Communities ⇒ Continue to explore their wider community with local visits to the fire station, farm trip/SeaLife visit,- describe events at these places and what happens/why they are important ⇒ I can use a map to investigate my local area (St Paul's Road) and the playground ⇒ Continue to learn about a range of celebrations –St Georges Day, May Day, World Ocean Day and why they are important how they are celebrated/commemorated ⇒ I Know that I belong to St Paul's school- Christian values- I can talk about some Christian values and begin to give examples how I can show them 'i.e. – we can show love by being kind to our friends ⇒ Take part in wider school events such as Friday worship- Easter services/end of year service ⇒ Understand the importance of looking after our environment The Natural World ⇒ I can describe the changes in seasons Spring/Summer I can link this to what will happen in the future.. in the summer it is hotter, we can wear t-shirts and sun hats ⇒ Discuss how to stay safe in the sunshine- find shade, wear hats, drink water, wear sunscreen ⇒ Understand life cycles (caterpillar → butterfly, frogspawn → frog). ⇒ Identify plants, minibeasts, and habitats- butterfly, woodlouse ⇒ Explore environmental issues (pollution, recycling). ⇒ Understand what living things need to survive. ⇒ Make predictions and observations during investigations. ⇒ I can investigate shadows commenting on if they get longer/shorter

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials / Visual Arts (Foundational Art and D&T)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
Drawing & Painting: Offer a variety of □ mark-making objects of different thickness (e.g. sticks, cotton buds, chalks, crayons, pencils, charcoal, brushes) □ surfaces e.g. papers, card, recycled materials, foil, corrugated card, old maps □ inside and outside experiences on a large and small scale □ collaborative projects		
- Begin to draw with purpose, deciding what to draw before making marks. - Use a variety of mark-makers with increasing control and efficiency. - Understand that they can draw through observation (<i>e.g. portraits using mirrors</i>) - In painting, be able to select a brush and use a 'dip, draw, wash and wipe' technique to keep colours clear. - Explore what happens mixing primary colours to create secondary colours.	- Develop drawing within a range of contexts (<i>e.g. telling a story, figurative or responding to the way an object moves or feels</i>). - Return to and build on previous learning. - Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. - Mix various shades of primary colours to create secondary colours and use these in artwork.	- With independence, create drawings based on feelings, real / imaginative experiences and stories. - Use drawing tools with care and increasing precision. - Draw with increasing complexity and detail. - Observe colour in nature and represent it in artwork; mixing colours to match what they see. - Work collaboratively with other children, sharing ideas, resources and skills. - Return to and build on previous learning, refining ideas and developing ability to represent them.
Printing: Introduce processes and revisit through the year: printing with thumbs / fingers / everyday objects (natural and man-made), explore marks made by rolling objects in paint (e.g. marbles, toy cars).		
Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures.	Have own ideas for print making (<i>e.g. finding their own everyday objects</i>) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.	Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (<i>e.g. using irregular and repeating patterns</i>).
3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Explore skills such as joining, stacking, re-shaping and using simple tools □ Offer a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, shells) □ Provide small and large scale projects (indoors & outdoors), including some collaborative		
Clay/Playdough: Mould with hands using techniques such as pinching, squeezing, pulling, poking, patting to achieve a desired effect (<i>e.g. sausages, balls, thumb pot</i>). Use tools appropriately to roll, cut, flatten etc. Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc.	Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object (<i>e.g. a character</i>) and represent the feel of an object (<i>e.g. spiky, furry, smooth</i>). Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences. Handle tools and materials with increasing control.	Clay/Playdough: Make models with a purpose and with increasing skill (<i>e.g. shaping, moulding or combining pieces</i>) For instance, with a systematic approach - begin with a stalk, leaf, the disc floret and petals to make a sunflower. Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted.
Collage: Offer variety of: □ materials e.g. textured paper, recycled material, cloth scraps, buttons, natural resources (leaves, shells, petals, pebbles) □ tools e.g. scissors, glue sticks. □ experiences e.g. light box.		
- Explore different contrasting textures e.g. rough, smooth. - Use techniques (<i>e.g. folding, crunching, tearing and cutting</i>) to create different effect.	Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.	Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas

EXPRESSIVE ARTS & DESIGN □ Being Imaginative & Expressive (Foundational Music, Dance and Drama)

Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
- Take part in simple pretend play ⇒ Family / play date role play ... <i>role, pretend, imagine</i> - Begin to develop complex stories using small world equipment - Begin to develop storylines in their pretend play – <i>including those linked to focus text ... story language, character, beginning, middle, end</i> - Begin to listen attentively, move to and talk about music, expressing their feelings and responses- nursery rhymes, Harvest songs Christmas Show ⇒ How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> - Begin to watch and talk about dance and performance art ⇒ What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> ⇒ Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> - Sing in a group or on their own ⇒ Engage in circle and partner songs ⇒ Begin to make own verse for familiar song - Begin to explore and engage in music making and dance ⇒ Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i> ⇒ Play instruments fast/slow/faster slower- stopping when seeing red/green card	- Develop pretend play- ⇒ Family / play date role play ... <i>role, pretend, imagine (enhance with topic)</i> - Begin to develop complex stories using small world equipment - Develop storylines in their pretend play – <i>including those linked to focus text ... story language, character, beginning, middle, end</i> - Listen attentively, move to and talk about music, expressing their feelings and responses- can they explain why they like/dislike, Folk traditional songs, songs linked to texts, Season and Spring songs - Refine discussion around music... <i>compare it to other music they have heard.. what does it remind you of link to experiences</i> ⇒ How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> - Copy and take part in choreographed dance routines - Can you copy the moves? Can you order the moves? - I can sing with the right melody and pitch- consolidate knowledge of high and low.. children to experiment with their own singing voices and sounds - Link with children's interests in popular culture and interests at the time Link with Lunar new year and Easter - Copy and play a simple rhythm with an instrument - Create pay call and response games using a rhythm you have made up	- Show confidence in pretend play- talking about and assigning roles- imagining and responding to different characters during play - Show confidence and imagination with storylines within play- being able to describe roles of characters and using new vocab - Listen attentively, move to and talk about music, expressing their feelings and responses- <i>Refine discussion around music... compare it to other music they have heard.. what does it remind you of link to experiences- songs about summer, nursery rhymes, songs about seeds, farm and oceans</i> - Perform some familiar songs, rhymes and poems we have learnt with confidence - Perform dance routines outdoors using the provision/or within the classroom or sports sessions - Sing at high pitch and a low pitch, quietly and loudly - Play instruments with control- stop and start- loud and quiet fast and slow playing to the beat of the music - Link with children's interests in popular culture and interests at the time Link with Summer, growing, life cycles etc

EVALUATION:

AUTUMN TERM:

SPRING TERM:

SUMMER TERM: