

WESTMINSTER PRIMARY SCHOOL - LONG TERM CURRICULUM PLAN RECEPTION

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topics LITERACY	Settling in 2 weeks- ('First six weeks' plan used) Once there were Giants. First 3 weeks The Gingerbread Man 4 weeks Harvest festival. Food – changes, baking, making own dough – adding colour, scent, spice, harvest etc. settling in – 2 weeks I love Gingerbread! - Traditional tales to finish.	Where I Live – Three Little Pigs- an architectural tale, A House in the woods, Homes around the world. Christmas Letter to Santa- assessment.	Winter (through local weather and cold places, refer back to melting ice-cream from Aut 1) Penguin Small Mick Inkpen Blown Away (Penguin Blue) Henry's Holiday Chinese New Year	Growing, planting Jack and the Beanstalk My Bean Diary Jasper's Beanstalk Jim and the Beanstalk	Farm What the Ladybird Heard, What the Ladybird Heard Next Julia Donaldson Pig in the Pond, Farmer Duck, other Martin Waddell Mrs Wishy Washy's Farm, Farmyard Hullabaloo, Little Red Hen	Where am I Going? – Different Places The Journey, Neil Griffiths The Train Ride, June Crebbin Oi Get Off My Train, John Burlingham The Journey Home From Grandpa's, Joanna Lumley Look What I Found At The Seaside (nf) Things to do at the Seaside (nf) Spot Goes On Holiday, Eric Hill Kipper's Beach Ball, Mick Inkpen Commotion in the Ocean
ROLE PLAY	Hair dressers- All about me. Following children's interests. Little old ladies cottage. Possible Enhancement – bakers shop resources,	Possible Enhancement – A home in the woods- camping. Santa's workshop	Possible Enhancement – Outdoor Arctic Explorer resources -Jungle explorers inside	Possible Enhancement – garden centre box, flower shop	Possible Enhancement – farm dress-up, farm shop,	Possible Enhancement – travel box, tickets, reservation forms, clipboards, seaside box, ice-cream parlour/ Fish and chip shop

<p>MATHEMATICAL (Related to topic) see also MTP</p>	<p>Count 1-10. Recognise numeral to 10. Match quantity to numeral (to 10). Create simple patterns. Create repeating patterns. Describe simple patterns. Compare quantities – more/less. Positional language.</p>	<p>Count 1-10. Recognise numeral to 10. Count forwards from different starting points. Count backwards from different starting points. Combine numbers , by counting all (addition). Take away, by counting backwards (subtraction) Use mathematical vocabulary. Sort items when criteria given. Sort items according to own criteria. Can place objects/items in order. Talk about what I have done. Subitise small numbers (irregular pattern). Estimate within 10. Estimate to solve simple problems. Name 2D & 3D shapes using mathematical vocabulary. Recognise & talk about pattern.</p>	<p>Recognise numerals 1-10. Place numerals 1-10 in order. Find 1 more/1 less up to 10. Can say a number before/after a given number 1-10. Begin to sequence number 1-20. Count up to 20 objects accurately. Subitise up to 7. Solve simple addition problems using equipment to count how many altogether. Solve simple subtraction problems using equipment to take away to find what is left. Use ordinal numbers and locate items by referring to their order. Compare & use language of more and less. Begin to understand numbers can have more than 1 digit. Order and compare number and understand it tells how many are in a set. Use everyday language to</p>	<p>Recognise numerals 1-10. Place numerals 1-10 in order. Count forwards and backwards from 20 in sequence. Can say a number before/after a given number 1-10. Count continue a simple number sequence forwards/backwards. Count up to 20 objects accurately. Begin to record and represent number. Solve simple addition problems using equipment to count how many altogether. Solve simple subtraction problems using equipment to take away to find what is left. Use equipment to work out how many more are needed to make a larger number. Use questions as well as answer them. Begin to solve repeated addition problems, counting in 2's etc. Use equipment to work</p>	<p>Recognise numerals 0-20. Place numerals 0-20 in order. Say 1 more or 1 less from 1-20. Estimate within 20. Count forwards from 1 number to another in the range 1-20. Solve problems involving halving. Demonstrate understanding of addition, subtraction and sharing and know when to use the correct method for solving problems. Use marks or pictures to explain how a problem has been solved. Solve simple addition by counting on to find the total. Solve simple subtraction by counting up or counting back. Beginning to understand place value by using apparatus (numicon tiles, bundled straws). Compare 2 numbers from 1-20. Count in 10's. Solve practical problems</p>	<p>Recognise numerals 0-20. Place numerals 0-20 in order. Say 1 more or 1 less from 1-20. Estimate within 20. Beginning to know odd and even numbers from 1-20. Solve problems involving doubling. Use apparatus to find doubles up to 10. Begin to check methods and reasonable attempts at problem solving. Record using marks. Record using correct mathematical symbols when adding or subtracting. Find total when first number is hidden (count on). Begin to partition and recombine 2 digit numbers into 10's and 1's (using apparatus). Count forwards in 2's from 0-20.</p>
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			talk about length, distance and capacity.	out how many more are needed to make a larger number. Begin to understand numbers can have more than 1 digit. Order and compare number and understand it tells how many are in a set. Use everyday language to talk about height, size. Recognise, create and describe simple patterns.	involving halving. Can half even numbers to 20. Can share into 2 groups. Use everyday language to talk about weight, money and time. Observe, create and re-create simple patterns.	
UNDERSTANDING THE WORLD	Exploring food & changes, tasting, smelling, observing, decomposing. Discovering /investigating natural resources. What do we celebrate?	Exploring autumn all around us – nature Big Question- What does Autumn smell like?	Exploring melting, floating and sinking. Comparing winter Trying Chinese foods. Big question- Does Ice float?	Exploring planting and growing, outdoor planting vegetables, flowers Exploring spring & comparing	Exploring sounds, animal sounds, environmental sounds, creating our own sounds.	Exploring summer – compare autumn, winter & spring. Exploring items from other places – shells, rocks etc.
UNDERSTANDING PEOPLE & COMMUNITIES	Worship What does God mean to Christians? Autumn- Does everybody get Autumn in the world?	Worship- Why do Christians perform Nativity plays at Christmas? Winter- Does it snow everywhere?	Worship- Which places are special and why? Habitats- Arctic/Jungle Celebrating - Chinese New Year (16/02/18) <u>special bag</u> <u>13/2 Shrove Tuesday 14/2</u> <u>Ashe Wednesday</u>	Worship- Why do Christians put a cross in an Easter garden? Celebrating - Vaisakhi 14/04/18 Easter 1/04/18 Plant growth-	Worship – Which stories are special and why? Local environment investigation Visit Farm	Worship - Being special, where do we belong? Looking back & looking forward, places they've been & places they're going (transition) 15/6 Eid UI Fitr
EXPRESSIVE ARTS AND DESIGN	Link to <u>role play</u> , small world Child interest led Include opportunities for music and dance					→
PHYSICAL	Spatial awareness	Moving bodies in different	Jumping off and landing	Apparatus – moving items	Dance – moving and	Sports day events

DEVELOPMENT	Looking at patting, throwing catching, rolling, pushing, climbing over and under and through.	ways, shuffling, jumping, crawling etc.	safely. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	safely Gymnastic skills	responding to different music	Team games
PERSONAL, SOCIAL & EMOTIONAL	New Beginnings – Settling in to Reception, routines, expectations & behaviour	Link to Making Relationships, Self Confidence & Self Awareness & Managing Feelings and Behaviours. Address and put in place when required.				
Areas of provision WATER	Explore resources: Pouring & filling Moving water –pipes etc Holes & water Making bubbles STIMULUS - Tea party – use tea set, teapot etc. Coloured water	Orders two items by weight or capacity Pouring & filling Moving water –pipes .etc Holes & water Making bubbles STIMULUS – washing ‘baby’, washing dolly clothes – sorting, patterns etc.	Orders two items by weight or capacity Pouring & filling Moving water –pipes etc Holes & water Making bubbles STIMULUS - Explore floating and sinking Include ice, small world cold land animals	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language. Pouring & filling Moving water –pipes etc Holes & water Making bubbles STIMULUS – explore materials which absorb water, sponges, paper, wool, plastic etc.	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language. Pouring & filling Moving water –pipes etc Holes & water Making bubbles STIMULUS – resources to create POND (aquarium gravel, plastic pond plants etc)	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language. Pouring & filling Moving water –pipes etc Holes & water Making bubbles STIMULUS - Fish and fishing. Resources to create under the sea gardens
	Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective Small world opportunities – cold land animals, sea creatures, pond life,					
SAND	Explore resources: Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels	Orders two items by weight or capacity Looking at & feeling dry & wet sand. Moulding & modelling with sand.	Orders two items by weight or capacity Looking at & feeling dry & wet sand. Moulding & modelling with sand.	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language.	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language.	Use everyday language to talk about weight and capacity and compare quantities and objects to solve problems using mathematical language.

	<p>Moving sand Burying items, find & extend vocab to talk about them.</p> <p>STIMULUS – birthdays, cake tins, bun cases, candles, resources for ‘decorating’, bowls & wooden spoons for mixing</p>	<p>Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them</p> <p>STIMULUS - Include small world construction site</p>	<p>Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them</p> <p>STIMULUS – include ‘hot places’ small world resources to contrast with the ‘cold lands’ in the water</p>	<p>Looking at & feeling dry & wet compost. Holes & tunnels Moving compost Burying items, find & extend vocab to talk about them</p> <p>STIMULUS – planting, different sized plant pots, seeds, sieves etc. gardening tools. Resources to create a miniature garden.</p>	<p>Looking at & feeling compost. Holes & tunnels Moving compost Burying items, find & extend vocab to talk about them</p> <p>STIMULUS – Small world farm animals etc. re-create own farm</p>	<p>Looking at & feeling dry & wet sand. Moulding & modelling with sand. Holes & tunnels Moving sand Burying items, find & extend vocab to talk about them</p> <p>STIMULUS - Seaside – explore capacity, weight, label using flags. Use pebbles & shells to create patterns.</p>
	<p>Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective Also include compost Small world – dinosaurs, farm, town and roads, construction site, knights & princesses, jungle, minibests, native creatures, pirates</p>					
CONSTRUCTION	<p>Skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective. Enhancements for Construction- Building site and examples of buildings. Building from other materials. Modes of transport for materials pullies, trolley jacks, rachets. Bridges and strength. Tessellation and 2d/3d shape</p>					
MALLEABLE MATERIALS	<p>Dough making station – skills led, levelled for different abilities. Link to Child Interests, Topic/Theme and Objective. Other forms of malleable material – different consistencies, textures, resistance etc. e.g. corn flour, cloud dough etc., clay</p>					
OUTDOOR See outdoor plan						
Visits	Life Caravan	- Christmas at the Cathedral Santa.	Mosque -	Peel Park in Spring - Harlow Carr – How Does Your Garden Grow? Gurdwara –	Farm – Hesketh Farm	Seaside in School

