

Barrow CEVC Primary School – Reception Long Term Plan – Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes						
	Marvellous Me, My Family and Friends	Fun, Food and Celebrations!	We Love Stories	Are we there Yet?	Mad About Minibeasts!	Under the Sea.
NB: These themes may be adapted at various points to encompass/follow the children's interests.	Starting school My new class New Beginnings People who help us My family Building relationships Exploring feelings What am I good at?	Little Red Hen – Farms and Harvest Bonfire night celebrations Diwali The Nativity Celebrations Around the World	Traditional Tales Fairy Tales Favourite stories	Journeys and transport Contrasting locality Looking at Globes and maps London Where do we live in the UK / world?	What creatures live in our wildlife area and around our school? Life cycles	Marine life Sea sides in the past Caring for our oceans & beaches
High Quality Texts						
Structured Story Time Texts	The Colour Monster Goes to School. What Makes Me a Me? My Family and Me I'm Almost Always Kind The Squirrels Who Squabbled. The Invisible	Pumpkin Soup The Story of Diwali The Little Red Hen Celebrations Around The World. Stickman	Each Peach Pear Plum Goldilocks and The Three Bears. The Three Little Pigs The Gingerbread Man Shu Lins Grandpa Mr Wolf's Pancakes	Martha Maps It Out Train Ride William Bees – Things That Go The Journey The Naughty Bus	Mini Beast Madness The Very Hungry Caterpillar Tad Snail and the Whale Anansi and the Golden Pot Winnie the Pooh Helps the Bees	Commotion in the Ocean Welcome to a Rock pool Dear Greenpeace Clean Up! Somebody Swallowed Stanley

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Additional supporting texts linked to theme	Incredible You Have You Filled a Bucket Today? Things I like Let's Make Faces I Love My Hair	Kipper's Birthday Rosie's Walk What the Ladybird Heard The Christmas Story	You Choose Fairy Tales Little People Big Dreams – Hans Christian Anderson Guess How Much I love you? Jack and the Beanstalk	Little People Big Dreams – Amelia Earhart Little People Big Dreams – King Charles What the Ladybird Heard on Holiday Handa's Surprise	The Bee Book	My Friend Whale Sally and the Limpet The Pirates Next Door What the Ladybird Heard on Holiday
Wow Moments/Enrichment						
	Introducing Buddies – letters and buddy time Ping the Panda Chatter Boxes All About Me Posters Visit from a mother and baby Dentist Visit Walk to the Church - Harvest	Bonfire in the wildlife area Firefighter visit Remembrance day Nursery Rhyme Week (11 th - 15 th Nov) Food tasting – different cultures Christmas Church visit Nativity Play	Valentine's day Chinese New Year National Storytelling week (27 th Jan- 4 th Feb) Visit to Bury library & theatre trip Discovery Café	Village Walk Mother's Day (30 th March) Write to grandparents World Book Day (6 th March) Easter egg hunt	Caterpillars/butterfly hatching Minibeast Hunt Wildlife area South Angle Farm Visit Police Visit (PSHE) World Bee Day (20 th May)	World Ocean Day (8 th June) Father's Day (15 th June) Careers Week Felixstowe beach Trip Discovery Cafe Sports Week
Barrow Big Ideas						
	IDENTITY & GENEROSITY	CONNECTION & SERVICE	LEGACY & STEWARDSHIP	ADVENTURE & COURAGE	IMAGINATION & CREATIVITY	POSSIBILITY & WISDOM
	<u>Books:</u> Dogger Room on the Broom Lost and Found	<u>Books:</u> Rainbow Fish Snail and the Whale The Squirrels Who Squabbled	<u>Books:</u> Clean Up! There's a Ran-tang in my Bedroom Clem and Crab	<u>Books:</u> One world Bog baby The Great Kapok Tree Here we are	<u>Books:</u> The Dot Beautiful Oops! Not a Stick Not a box	<u>Books:</u> Gruffalo Oh the Places You'll Go!

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	Bear Shaped Have You filled a Bucket today?	It's a No Money Day	Somebody Swallowed Stanley Greta the Giants	The Lion Inside	Whatever Next	You Choose What Jobs Could You Do? The Koala Who Could
British Values						
	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment Opportunities						
	Transition Knowledge School Baseline Assessments & Observations on entry	Ongoing assessment/observa tions Pupil progress meetings EYFS team meeting	Ongoing assessment/observa tions Projections for EOY Moderation EYFS team meeting	Ongoing assessment/observati ons Pupil progress meetings Parents consultations	Ongoing assessment/observati ons Pupil progress meetings Parents consultations	Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data

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	Fine motor/pencil control motor – draw a portrait/name writing. Reception Baseline Assessment (RBA) Phonics/Tricky Word Assessment. EYFS team meeting Parent Consultation Meetings	In house moderation Fine motor/pencil control – draw a portrait Phonics assessments	Phonics Assessments Fine motor/pencil/ – draw a portrait/write name.	EYFS team meeting End of term Assessments Phonics assessments Fine motor/pencil control – draw a portrait/write name	EYFS team meeting End of term Assessments Phonics assessments Fine motor/pencil control – draw a portrait	Fine motor/pencil control – draw a portrait/name writing
Parental Involvement						
	Tea and Tissues – First day Tapestry involvement Google Classroom Phonics Workshop Open afternoon Harvest service Parent Consultation	Tapestry involvement Google Classroom Nativity Reading workshop Christmas service Maths Workshop	Tapestry involvement Google Classroom Valentine’s Day Lunch Discovery Cafe	Tapestry involvement Google Classroom Parents Consultations Mother’s Day lunch Easter service	Tapestry involvement Google Classroom Father’s Day lunch Open Afternoon	Tapestry involvement Google Classroom Parents Evening Sports Day Summer Show Discovery Cafe

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PRIME AREAS – Communication and Language						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Communication and Language	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 .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking snack time, News time, PSHE times, stories, singing, speech and language interventions (Welcom)	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Settling in activities Making friends Children talking about experiences that are familiar to them What do you like? What are you good at? Talk about family routines. Show an interest in the lives of other people	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Welcom Intervention Tell me a story - retelling stories. Story language Listening and responding to stories. Joining in with rhymes and songs. Following instructions Takes part in discussion	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Develop vocabulary: Welcom Intervention Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, rhymes and songs: Rhyme of the week Tell me a story – retelling familiar stories Listen to and engage in and talk about selected non-fiction Articulate ideas and thoughts into well-formed sentences Ask questions to find out more.	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, poems and songs: Rhyme of the week Listen to, engage in and talk about non-fiction Describe events in some detail: farm trip, butterfly life cycle Ping the Panda Diary – tell us what happened when Ping came to stay with you.	Develop vocabulary through Structured Story Times/Vocabulary Triangles. Learn and recite, poems and songs: Rhyme of the week Talk about similarities and differences between things in the past and now (seasides) Talk about the experiences I have had at different points in the school year

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<p>Daily story time using high quality texts (from the EYFS brilliant reads list/Diversity Texts/CUSP Literacy Spine)</p>	<p>Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” Answering “What?” questions Ping the Panda Diary Describe your time with Ping. Listening to rhymes and songs</p>	<p>Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Rhyme of the Week</p>	<p>has been said to them. Describe events (Chinese New Year, News Time) Listen to and talk about stories to build familiarity and understanding. Listening to poems. Asking how questions. Rhyme of the Week</p>	<p>Asking why questions. Ping the Panda Diary – asking questions</p>		<p>Ping the Panda Diary – compare and contrast common themes/experiences</p>
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PRIME AREAS – Personal, Social and Emotional Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me, My Family and Friend	Fun, Food and Celebrations!	We Love Stories	Are we there Yet?	Mad About Minibeasts!	Under the Sea.
Personal, Social & Emotional Development	<p>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.</p>					
	<p>Myself and My Relationships 1</p> <p>Beginning and Belonging Belonging in the class Likes and dislikes Similarities and differences Setting goals Recognising feelings Communication and cooperation Ground Rules Rights Rules and Responsibilities Right and wrong Fair and unfair</p>	<p>Myself and My Relationships 2 & 3</p> <p>My Family and Friends - Including Anti-bullying Valuing difference and diversity Kind and unkind behaviour Bullying Conflict resolution Asking for help and telling Being assertive Safety Circle Supporting others</p> <p>My Emotions Identifying and managing emotions Feelings, thought and behaviour Fair and unfair Loss and change Empathy</p>	<p>Citizenship 1</p> <p>Me and My World People and places Family, school, neighbourhood Jobs, roles and responsibilities Helping and working together Caring for living things Local environments Money</p>	<p>Citizenship 2</p> <p>My Body and Growing Up Valuing the body Body parts My teeth Shapes and sizes Self care skills Change and responsibilities</p>	<p>Healthy and Safer Lifestyles 1 & 2</p> <p>Keeping Safe (Including Drug Education) Assessing risk Personal safety skills Safety Circle Good and bad secrets Good and bad touches Real and pretend Lost and found Road Safety Safe use of medicines Medicines, pills, injections</p>	<p>Healthy and Safer Lifestyles 3</p> <p>Healthy Lifestyles Healthy Choices My teeth Food and drink Exercise Rest and sleep Leisure time</p>

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PRIME AREAS – Physical Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Physical Development – Gross & Fine Motor	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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
Gross Motor	BODY MANAGEMENT Explore balance and manipulating own body including manipulating small objects Able to stretch reach and extend in a variety of ways and positions Able to control body and respond to specific movements on command	COOPERATE AND SOLVE PROBLEMS Move confidently and cooperatively in a space Travel in a range of ways	DANCE Recognise that actions can be in reproduced time to music Perform a wide range of dance actions both similar and contrasting. Copy, repeat and perform simple movement patterns. Count and move to beats of 8	GYMNASTICS To develop confidence in fundamental movements. To experience jumping, rolling, sliding moving over, under and on apparatus. To develop coordination and gross motor skills. To learn and refine a variety of shapes, jumps, balances and rolls.	SWIMMING MANIPULATION & COORDINATION Send and receive a variety of objects with different body parts. Work with others to control objects in space. Co-ordinate body parts such as hand/eye and foot/eye over a variety of activities and in different ways. Skip in isolation and with a rope.	SWIMMING SPEED, AGILITY & TRAVEL Travel with some control and co-ordination. Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause prepare for and anticipate movement in a variety of situations.
Fine Motor	Daily Funky Fingers Activities – upon entry into school Manipulates play doh – pushes, squeezes pats.	Daily Funky Fingers Activities – upon entry into school Manipulates play doh – twisting, rolling a ball.	Manipulates play doh making a snake Sewing using cards and laces. Threading smaller beads onto a string.	Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Doh Disco	Sewing a plastic needle using Binka. Using small tweezers to pick up a small object.	Playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors.

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	<p>Threading large beads/pasta onto a string. Use plastic scissors to snip playdoh. Large tongs to pick up an object. Draw lines and circles using gross motor movements. Tracing activities. Hold pencil/paint brush beyond whole hand grasp Taking shoes off and putting them on Doh Disco</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials e.g. garlic presses, mashers etc. Show preference for dominant hand Using scissors to make snips in paper. Whole class drawing sessions introduced. Teach and model correct letter formation. Fastening coats Changing for PE Doh Disco</p>	<p>Threading using pipe cleaners and small beads. Using large tweezers to pick up an object. Weaving on a large scale. Begin to form letters correctly. Encourage children to draw freely. Using scissors to cut a straight line Doh Disco</p>		<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Use scissors to cut along a curved line, like a circle Doh Disco</p>	<p>Use small tweezers to pick up an object. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Fastening buttons.</p>
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