

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

SPECIFIC AREAS

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| 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. |
| Literacy | | | | | | |
| <p>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)</p> | | | | | | |
| <p>Comprehension (using Blanks Levels of Questioning)</p> <p>Developing a passion for reading</p> | <p>Show a preference for a book, song or rhyme.</p> <p>Talk about favourite stories.</p> <p>Join in with simple rhymes</p> <p>Naming and matching objects from the environment and books</p> <p>Weekly Library Visit</p> | <p>Talk about events and characters in a story read to me.</p> <p>Join in with stories.</p> <p>Fill in missing words from simple rhymes.</p> <p>Describing objects or people from the environment and books</p> <p>Weekly Library Visit</p> | <p>Show interest and answer simple questions about the text</p> <p>Recite simple rhymes by heart.</p> <p>Re-telling what has happened in a story</p> <p>Weekly Library Visit</p> | <p>Beginning to notice if my reading makes sense.</p> <p>Repeat words or phrases to check my reading</p> <p>Predicting what might happen next in a story.</p> <p>Weekly Library Visit</p> | <p>Think about what I already know to help me with my reading</p> <p>Demonstrate understanding when talking about what I have read</p> <p>Reasoning and justifying responses to a story.</p> <p>Weekly Library Visit</p> | <p>Demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> <p>Weekly Library Visit</p> |

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| <p>Word Reading – Phonics</p> <p>Children will be working through the Twinkl Phonics scheme in whole class daily phonics sessions</p> | <p>Phonics Levels 1 & 2 Handle books correctly and follow print left to right, top to bottom</p> <p>Locate the title</p> <p>Blend words orally</p> <p>Recognise words that rhyme</p> <p>Begin to develop Level 2 GPC</p> | <p>Phonics Level 2 Beginning to blend in order to read vc and cvc words.</p> <p>Beginning to match spoken word to written word</p> <p>Recognise all Level 2 GPC</p> <p>Read Level 2 tricky words.</p> | <p>Phonics Level 3 Confidently blend taught GPC</p> <p>Read with 1-1 correspondence</p> <p>Re-read captions/sentences to increase fluency and understanding.</p> <p>Begin to recognise Level 3 tricky words.</p> | <p>Phonics Level 3 Begin to recognise vowel digraphs/trigraphs.</p> <p>Confidently blend taught GPC</p> <p>Read and understand simple sentences</p> <p>Continue to recognise Level 3 tricky words.</p> | <p>Phonics Level 3 & 4 Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>Read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>Re-read books showing increased accuracy and fluency.</p> <p>Recognise all Level 3 tricky words.</p> <p>Begin to recognise Level 4 tricky words.</p> | <p>Phonics Level 4 Read polysyllabic words</p> <p>Read words containing adjacent consonants</p> <p>Read Level 4 tricky words</p> |
| <p>Writing - Transcription</p> | <p>Establishing a dominant hand, Exploring mark making Giving meaning to marks and labelling. Name writing Writing lists Writing initial sounds and using initial sounds to label characters / images/models. Writing for a purpose in role play. Orally segmenting words</p> | <p>Encouraging a tripod pencil grip Uses clearly identifiable letters. Name writing labels and simple captions Retelling stories Spelling Level 2 tricky words. Spelling VC and CVC words using taught GPC (Level 2)</p> | <p>Developing a firm tripod grip. Listens to stories with enjoyment and increasing attention. Rhyming words/sentences Writing simple modelled sentences. Spelling Level 2/3 tricky words Spelling CVC words using taught GPC (Level 2 & 3) including some consonant digraphs.</p> | <p>Writing short sentences to accompany pictures and story maps. Form lower case letters correctly. Innovation of texts by using familiar texts as a model for writing own sentences. Spelling Level 2/3 tricky words Spelling CVC words using taught GPC (Level 2 & 3) including some vowel digraphs.</p> | <p>Using finger spaces consistently. Form lower-case and capital letters correctly. Writing simple What am I ? Riddles Using adjectives in writing. Writing short recounts – e.g. A trip to the farm. Story writing, writing sentences using a range of tricky words. Innovation of familiar texts by using familiar texts as a model for writing own stories. –</p> | <p>Form lower case and capital letters correctly. Writing simple non fiction sentences to create posters, leaflets and non-fiction books. Using full stops, capital letters and finger spaces. Spelling CVC and CCVC/CVCC words (Level 2,3 & 4)</p> |

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| | | | | | <p>Hungry Caterpillar alternatives. Spelling Level 2/3 tricky words. Spelling CVC and CCVC/CVCC words (Level 2,3 & 4)</p> | |
| <p>Writing - Composition</p> | <p>Join in with songs and rhymes Enjoy sharing favourite stories</p> | <p>Understand the five key concepts about print: print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Recite familiar rhymes. Predict what might happen in stories. Discuss story settings Verbally ordering instructions in a recipe.</p> | <p>Sequence events In a story. Creating story maps based on a familiar story and labelling. Re-tell familiar stories in their own words using story language. Engaging in Talk for Writing re-telling of stories Discuss story settings and characters.</p> | <p>Describe main events, characters and settings. Creating own story maps. Notice and discuss adjectives, use them in oral sentences.</p> | <p>Orally composing What am I? riddle based on a minibeast.</p> | <p>Composition Non Fiction texts – contents page, index, alphabetical order.</p> |

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| Mathematics | | | |
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| <p>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.</p> | | | |
| | Autumn Term | Spring Term | Summer Term |
| Maths – Mastering Number (NCETM) | <p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers | <p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers | <p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 |

SPECIFIC AREAS

| Understanding the World | | | | | | |
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| <p>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, dentists 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. As well as providing first hand experiences we use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Marvellous Me, My Family and Friends | Fun, Food and Celebrations! | We Love Stories! | Are We There Yet? | Mad About Minibeasts! | Under the Sea. |
| Geography | <ul style="list-style-type: none"> Talk about what they do with their family and places they have been with their family. Draw information from a simple map – map of the classroom | <ul style="list-style-type: none"> Draw information from a simple map. – drawing own maps from stories. Understand that some places are special to members of their community. Celebrations Around the World. Christmas around the World Recognise some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> Drawing maps of story settings. Naming human and physical features in the stories shared and in our school grounds. | <ul style="list-style-type: none"> Draw information from a simple map. Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Knowing there are different countries in the world . Learn the names of the continents. Similarities and differences between countries/environments Recognise some similarities and differences between life in this country and life in other countries. Learning about London as a capital city. Recognise some environments that are | <ul style="list-style-type: none"> Exploring minbeast habitats Recognise some similarities and differences between life in this country and life in other countries. – Anansi and the Spider (Ghana) | <ul style="list-style-type: none"> insight into contrasting environments.- beach Using maps /atlases to explore location of coasts Pirate maps (maps of school to find treasure) Naming features on a beach. Recognise some similarities and differences between life in this country and life in other countries. Clean Up! (Carribbean Island) |
| History | <ul style="list-style-type: none"> Begin to make sense of their own life story and family history – baby photos, What did our parents like when they were children? Comment on images/artefacts of familiar objects in the past. – Homes Chronology – our day in school – visual timetable | <ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past. Chronolgy -Days of the week – tomorrow, yesterday. | <ul style="list-style-type: none"> Talking about stories we enjoyed when we were younger and stories our parents /grandparents enjoyed. Developing sense of chronology – sequencing events in stories. Chronology - Days of the week, months of the year. | <ul style="list-style-type: none"> Growth & Change: butterfly life cycle Show care and concern for living things in the environment Develop an understanding of growth, decay and changes over time Talk about things observed such as plants, animals, natural and found objects | <ul style="list-style-type: none"> Comment on images of familiar situations in the past – photos of seashores long ago – compare and contrast past and present | |

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| <p>Religion and World Views</p> | <ul style="list-style-type: none"> ● Days of the week . ● Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ● Draw similarities and make comparisons between other families. ● Show an interest in different occupations and ways of life ● Why is the Word God so Important to Christians? | <ul style="list-style-type: none"> ● How did people celebrate Christmas in the past. ● Talk about significant events in my own experience. ● Recognise and describe special times or events for family or friends ● Why do Christians Perform Nativity Plays at Christmas? ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Talk about differences between materials and the changes they notice - making pumpkin soup ● Winter | <ul style="list-style-type: none"> ● Significant people from the past – Hans Christian Anderson ● Looking at teddy bears from the past. ● Celebrate Chinese New Year ● How Can we Help Others When they Need it? ● Understand the effects of changing seasons on the world around me - winter ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Describe and comment on things they have seen whilst outside, including plants and animals. ● Exploring Materials - 3 Little Pigs houses ● Making porridge | <p>different to the one in which they live. – village, town, city</p> <ul style="list-style-type: none"> ● Naming physical/human features in Barrow. ● Exploring rivers -naming different rivers and their features. ● Comment on images of familiar situations/objects in the past – photos of transport ● Compare and contrast character from stories,, including figures from the past. Amelia Earhart ● Discuss and talk about King Charles <p>Why do Christians Put a Cross in the Easter Garden?</p> <ul style="list-style-type: none"> ● Explore and talk about different forces they can feel ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effects of changing seasons on the world around me - Spring ● Ask questions about aspects of familiar world such as the place where I live or the natural world. ● Talk about differences between materials and the changes they | <ul style="list-style-type: none"> ● Understand the key features of the life cycle of a plant and animal ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. <p>What Makes Every Single Person Unique and Precious?</p> | <ul style="list-style-type: none"> ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Changing seasons: summer ● Understand the effects of changing seasons on the world around me ● Materials: Floating / Sinking – boat building. ● Talk about ways in which they can look after the environment ● Reduce, Reuse, Recycle ● Show an interest in different occupations and ways of life ● How Can We Care for Our Wonderful World? |
| <p>Science</p> | <ul style="list-style-type: none"> ● Talk about things observed such as weather and seasonal characteristics. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effects of changing seasons on the world around me - Autumn | | | | | |

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| | | | | notice - cooking chocolate nests | | |
| Computing | | | | | | |
| <p>Our aim is that children leave Barrow:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems | | | | | | |
| | <p>To identify everyday technology: links to technology at home</p> <p>To make marks on a digital device to communicate their ideas</p> <p>To screenshot using the home and lock buttons</p> <p>interact with simulation software</p> <p>To use a package to produce a picture on screen</p> <p>To understand that 'output' is the result of a trigger (pressing the play button)</p> <p>To control a programmable toy</p> <p>To talk about how everyday technology is controlled</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know that ICT may be used to communicate information electronically</p> <p>To know that digital devices can present information in a variety of ways</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Use a range of devices to record information in a range of formats (text, image, sound)</p> <p>Interact with multimedia software: children to send a video to parents on Seesaw</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Identify how technology is used to share information (Google Maps)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know the difference between computer based activities (painting changes can easily be made, text can be deleted etc): use Active Inspire to represent an animal of their choice</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To know that information may be stored on a digital device</p> <ul style="list-style-type: none"> - explore a website - collect and sort information using ict - produce a simple program <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> |

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| Expressive Arts and Design | | | | | | |
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| <p>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p> | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Marvellous Me, My Family and Friends | Fun, Food and Celebrations! | We Love Stories! | Are We There Yet? | Mad About Minibeasts! | Under the Sea. |
| <p>Music</p> | <p>Exploring Sound (Kapow)</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p> <p>Join in with familiar songs and rhymes.</p> <p>Tapping out of simple rhythms.</p> <p>Performing - Introducing the outside stage</p> <p>Handling and Naming percussion instruments</p> | <p>Celebration Music (Kapow)</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p> <p>Using chalk and pastels – firework creations .</p> <p>Transient Art – firework and poppies</p> <p>Christmas decorations</p> <p>Christmas cards</p> <p>Making a stick man using natural objects</p> <p>Mod-rock Christmas Puddings</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> | <p>Musical Stories (Kapow)</p> <p>Music and instruments can be used to convey moods or represent characters.</p> <p>Explore how colour can be changed – introduce water colours</p> <p>Making lanterns, Chinese writing, puppet making,</p> <p>Recognise, create and describe pattern</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Collage -Henri Rousseau: produce a piece of artwork using an artists style as a stimulus - Tiger</p> <p>Clay Gingerbread people</p> | <p>Transport (Kapow)</p> <p>Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instruments.</p> <p>Make different textures – puffy paint globes</p> <p>Printing - using cars, wheels</p> <p>Mother’s Day crafts</p> <p>Creating patterns - Easter eggs</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Create collaboratively: Easter Gardens</p> <p>Junk modelling vehicles and buildings, & landmarks.</p> | <p>Music and Movement (Kapow)</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p> <p>Water colour painting minibeasts.</p> <p>Wool winding minibeasts</p> <p>Creating collaboratively: caterpillars and butterflies</p> <p>Printing patterns - butterflies</p> <p>Using clay to make worms</p> <p>Weaving spider webs</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> | <p>Big Band (Kapow)</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p> <p>Using chalks & pastels to create whale pictures.</p> <p>Water colour Rock Pool art</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Designing and making a boat.</p> |
| <p>Art & Design</p> | <p>Naming colours</p> | | | | | |

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| <p>Design Technology</p> | <p>Begin to mix colours – introducing Painting Bench using poster paint</p> <p>Draw a self-portrait (enclosing lines): draw definite features</p> <p>Paul Klee: produce a piece of artwork using an artists style as a stimulus - shape people Talk about a famous artist.</p> <p>Transient art – faces – children use ipad to capture their creations.</p> <p>Introduce Creation Station – using glue sticks & design sheets</p> <p>Build models small and large scale using construction equipment. (indoor and outdoor)</p> <p>Making play doh</p> | <p>Junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Making bread</p> | <p>Making puppets of story characters</p> <p>Use various construction materials: designing and making a house for the three pigs.</p> | | | <p>Designing and making kites</p> |
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