St Helen's Primary Curriculum Long Term Plan
Year: Reception

Our SHINE Curriculum:



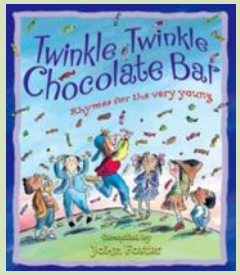
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Subjects	Unit A Ourselves	Unit B Opposites-Light and dark/ Hot and cold	Unit C Superheroes	Unit D Animals/ Fairy Taes	Unit E Plants	Unit F Habitats/ The sea
						
Enrichment activities **Theme days**	Changes- Invite newborn baby into class New start- Year 6 buddies and Buddy service at church Create a mysterious hole in outdoor area linked to 'The something' Diwali celebrations(depending on when it falls) Explore the senses- Explore harvest vegetables Making and tasting soup for Harvest Autumn nature Walk	Road Safety Week Christmas Church service Nativity performance Bonfire Night Diwali celebrations (depending on when it falls) Winter sensory walk	Chinese New Year celebrations Invite real life superheroes into class- people who help us Big garden bird watch	Shrove Tuesday – Making Pancakes Easter bonnet parade Easter egg hunt Baking Easter Treats Mother's Day afternoon tea and performance Animals- Trip to Knowsley Safari Park or Chester Zoo Spring sensory walk	Planting and growing Growing beans and sunflowers Gardening Day Caterpillars Tadpoles Mini beast hunt/ make bug hotels	Pirate Party Pirate Ship Role Play Area Planting and Growing Holidays- Trip to Manchester airport or seaside. Summer sensory walk
Christian Value	Love	Hope	Thankfulness	Courage	Truthfulness	Forgiveness

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Rights Respecting Schools links						
Characteristics of Effective Learning	**Playing and exploring**: Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning**: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence **Creating and thinking critically**: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Overarching principles	**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured. **Positive Relationships**: Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together. **Enabling Environments**: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time. **Learning and Development:** Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others					

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Communication and Language A focus across EYFS. Communication and Language is developed throughout the year through high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing and EYFS performances.  A great big cuddle – Poems for the very young, by Michael Rosen https://www.youtube.com/watch?v=oMwLAQUodSU	**DAILY STORY/ POEM TIME** **Rhymes** The farmers in his den One Finger One Thumb Doctor Foster Head, shoulders, knees and toes Polly Put The Kettle On Ring a ring of Roses Days of the week song Settling in activities Making friends Sharing facts about me! Model talk routines through the day e.g. when arriving at school "Good morning, how are you?" Listening, answering questions, Start and continue a conversation Following more than one instruction at a time Learn new vocabulary	**DAILY STORY / POEM TIME** **Rhymes** Autumn Leaves Are Falling Down Here We Go Round the Mulberry Bush Old Macdonald had a farm Ten Tubby Snowmen Rudolf When Santa got stuck up the chimney 10 fat sausages There were 10 in the bed Develop vocabulary Tell me a story – retelling stories from reading spine Story language Following instructions Taking part in discussions Understanding how to listen carefully and why listening is important. Use new vocabulary through the day Understand 'why?' questions Sing a large repertoire of songs and rhymes Use talk to organise their play	**DAILY STORY/ POEM TIME** **Rhymes** 10 little superheroes/ Divas : London Bridge The farmer plants his seed. There Was an Old Lady Please Mr Noah/ The animals went in 2 by 2 Frere Jacque The big number song Retell a story using story language Listen to and talk about stories to build familiarity and understanding Ask questions to find out more and to check they understand what has been said to them Describe events in detail Re-tell a story Use longer sentences Express a point of view Develop social phrases	**DAILY STORY/ POEM TIME** **Rhymes** Spring chicken Dingle Dangle scarecrow Sleeping bunnies Peter rabbit has a fly upon his nose When Goldilocks went to the House of The Bears/ 3 Bears' Rap Hot cross buns One, two buckle my shoe Describing events in detail Non-fiction texts to support children knowledge of the world around them Hold conversations with adults and peers, engaging in back-and-forth exchanges Using language from Word Hierarchys in the room Listen to a talk about stories, retell using exact repetition and own words.	**DAILY STORY / POEM TIME** **Rhymes** Re-read stories so children have a deeper understanding of the language being used, can talk about what is happening in the story and the illustrations and relate this to their own lives Develop knowledge of a range of vocabulary Engage in non- fiction, talk about new knowledge and vocabulary Use new vocabulary in different contexts Ask questions to find out more	**DAILY STORY/ POEM TIME** **Rhymes** Down in the jungle Down At The Station I do like to Be Beside the Seaside The Big Ship Sails She Sells Seashells 10 green bottles Read books from reading spines, fiction and non-fiction, that will extend children's knowledge of the world and illustrate a current topic. Continue to develop children's range of vocabulary Use connectives to join ideas and actions Articulate ideas into well fored sentences Describe events in detail.

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Personal, Social and Emotional Development	**Road safety** **Get Heartsmart**	**Anti bullying week** **Don't forget to let love in**	**E- safety week** **People who help us** **Too much selfie isn't healthy**	**Healthy lifestyles- exercise/ hygiene** **Don't hold on to what's wrong**	**Healthy eating** **Fake is a mistake**	**Water safety** **No way through isn't true**
Physical Development Fine Motor Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Begin to form letter correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely.	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors	Dough Disco Threading, cutting, weaving, playdough and other fine motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks

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	Hold pencil/paint brush beyond whole grasp Pencil grip	activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.	Holding small items, button clothing, cutting with scissors		Start to cut along a curved line, like a circle Draw a cross	Programmable toys (Beebots/Codeapillar)
Gross Motor/PE	**Basic movement skills** Move energetically- walk, run, jump, climb, spin, roll, crawl, balance, skip, hop, stop/ freeze.	**Dance** Develop fluent movement, control and and grace, streamers, move to music, develop strength/ co- ordination/ balance/ agility.	**Gymnastics** Develop fluent movement, control and grace. Develop strength/ co-ordination/ balance/ agility Negotiate space and obstacles safely	**Games** Develop confidence, competence, precision and accuracy. Develop strength/ co-ordination/ balance/ agility .	**Basic Ball skills** Throwing, catching, passing, batting, aiming, kicking. Develop confidence, competence, precision and accuracy. Develop strength/ co-ordination/ balance/ agility	

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Literacy **Comprehension – Developing a passion for reading** The children will study one core book but there will be lots of satellite texts the children are exposed to by the same author and stories that follow the same theme by different authors. Children will also be exposed to our Reading Spine books, fiction and non-fiction on a daily basis	**Ready Steady Write** **Focus book - The Something by Rebecca Cobb** **Jump in- Children find a mysterious hole on the playground** **Writing Outcomes and Purpose** **Narrative:** A Losing Story **Purpose**: To retell the losing story and write sentences **Recount:** Animal information sentences **Purpose:** To inform **Grammar: word** **Teach cvc words with sounds taught** **Tricky words is, I, the** **Grammar: Sentence** **Focus on:** Orally rehearse sentences and Word Count the number of words spoken prior to writing. Focus on a simple sentence	**Ready Steady Write** **Focus book - Star in a Jar by Sam Hay** **Jump in- Children find a collection of objects in a special box- Who could they belong to?** **Writing Outcome and Purpose** **Narrative:** A finding story **Purpose:** To retell the Finding Story and write sentences **Information:** A poster to find a lost star **Purpose:** To write information and description sentence **Grammar: Word** **Secure previous unit high frequency words and teach** **Cvc words with phonemes taught and words ending is 's'. put, pull, full, as, and, his, her, go, no, to, into, she, push, he, of, she, he, me** **Grammar: Sentence** **Build on previous units & focus on:**	**Ready Steady Write** **Focus book - Juniper Jupiter by Lizzy Stewart** **Jump in- Superhero capes and masks have been left in the classroom- Who could they belong to?** **Writing Outcome and Purpose** **Narrative:** A superhero story **Purpose:** To retell the super-hero story and write sentences **Information:** Letter **Purpose:** To write letter sentences **Grammar: Word** **Secure previous unit high frequency words and teach phase 3 graphemes and was, you, they, my, by, all, are, sure, pure** **Grammar: Sentence** **Build on previous units & focus on:** Orally rehearse sentences and Word Count the number of words spoken prior to writing. Connect one idea or action using a range of connectives Re-read what they have written to check for meaning	**Ready steady write** **Focus book - Little Red by Bethan Woollvin** **Jump in- Find Fairy tale objects** **Writing Outcome and Purpose** **Narrative:** A Traditional Tale **Purpose:** To tell and write a traditional tale **Instructions:** How to trap an animal **Purpose:** To instruct **Grammar: Word** **Secure previous unit high frequency words and teach** **longer words, words with double letters, words with more than one digraph and -ing, -s and -es endings.** **Grammar: Sentence** **Build on previous units & focus on:** Combining words to make labels, captions, lists, phrases and short sentences. Joining words	**Ready Steady Write** **Focus book - The Extraordinary Gardener** **Jump in- Letter left to the class asking for help and a gardening toolkit.** **Writing Outcome and Purpose** **Narrative:** A transformational story **Purpose:** To tell and write a transformational story **Instructions:** How to grow a garden/plant/vegetable **Purpose:** To instruct **Grammar: Word** **Secure previous unit high frequency words and teach:** Compound words and ing, ed and est endings. Teach said, so, have, like, some, come, like, do, were, here, little, says, there, when, what, one, out, today **Grammar: Sentence** **Build on previous units & focus on:**	**Ready steady write** **Focus book - The Storm Whale by Benji Davies** **Jump in- Whale found on the sand- How did it get there? What does it need?** **Writing Outcome and Purpose** **Narrative:** A friendship story **Purpose:** To tell and write a friendship story **Poems:** Sea creature poems **Purpose:** To describe **Grammar: Word** **Secure all previous learning** **Grammar: Sentence** **Build on previous units & focus on:** Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'. **Grammar: Text** **Build on previous units & focus on:** Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by:

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	Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) **Grammar: Text** **Focus on:** Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts Support recognition of the four parts of a simple narrative - opening, build up, problem and ending. Begin to retell familiar stories and texts in their words and / or exact. Sequencing spoken sentences to form short narratives orally. **Grammar: Punctuation** **Focus on:** Letter formation Separation of words with spaces	Orally rehearse sentences and Word Count the number of words spoken prior to writing. Focus on a simple sentence Model and support correct use of the Sentence Accuracy check Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) **Grammar: Text** Build on previous units & focus on: Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending. Retell the story-some as exact repetition and some in own words including; Once upon a time, Then, So, First, Next, and Finally Sequence sentences to form short narratives.	Focus on a simple sentence Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) Joining words and clauses using 'and' Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check **Grammar: Text** **Build on previous units & focus on:** Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary from texts Recognise four parts of a simple narrative - opening, build up, problem and ending. Retell the story-some as exact repetition and some in own words including; Once upon a time, Then, So, First, Next, and Finally Sequencing sentences to form short narratives. **Grammar: Punctuation**	using and joining words and clauses using 'and' **Grammar: Text** **Build on previous units & focus on:** Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly **Grammar: Punctuation** **Build on previous units & focus on:** Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and' **Grammar: Text** **Build on previous units & focus on:** Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly **Grammar: Punctuation** **Build on previous units & focus on:** Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly **Grammar: Punctuation** **Build on previous units & focus on:** Letter formation Separation of words with spaces Capital letters Personal pronoun – I Full Stops Capital Letters for names

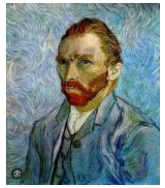
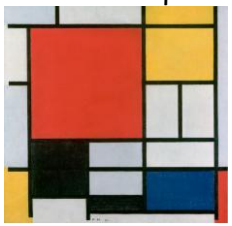
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		Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran, and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly **Grammar: Punctuation** **Build on previous units & focus on:** Letter formation Separation of words with spaces Personal pronoun – I, he	**Build on previous units & focus on:** Letter formation Separation of words with spaces Capital letters Personal pronoun – I, she , he Full Stops			
Literacy **Phonics and word Reading- Little Wandle**	Reception Autumn 1 Week 1: s a t Week 2: i n m Week 3: g o c Week 4: c k e u Week 5: h b f New tricky words: is, I, the	Reception Autumn 2 Week 1: ff ll ss j — put* pull* full* as Week 2: v w x y — and has his her Week 3: z zz qu; words with s /s/ added at the end (hats sit cuts); ch — go no to into Week 4: sh th ng nk — she push* he of Week 5: * words with s /s/ added at the end (hats sit cuts); * words ending s /z/ (his) and with s /z/ e — we me be	Reception Spring 1 Week 1: ai ee igh oa Week 2: oo oo ar or — was you they Week 3: ur ow oi ear — my by all Week 4: air er; words with double letters: dd mm tt bb rr gg pp — are sure pure Week 5: longer words	Reception Spring 2 Week 1: review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2: review Phase 3: er air; words with double letters; longer words Week 3: words with two or more digraphs Week 4: longer words; words ending in –ing; compound words Week 5: longer words; words with s in the middle /z/ s; words ending –s; words with –es at end /z/	Reception Summer 1 Week 1: short vowels CVCC Week 2: short vowels CVCC CCVC Week 3: short vowels CCVCC CCCVC CCCVCC; longer words Week 4: longer words; compound words Week 5: root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –est New tricky words: said so have like; some come love do; were here little says; there when what one; out today	Reception Summer 2 Week 1: long vowel sounds CVCC CCVC Week 2: long vowel sounds CCVC CCCVC CCV CCVCC Week 3: Phase 4 words ending –s /s/ /z/ /ɪz/; Phase 4 words ending –es; longer words Week 4: root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5: root word ending in: –er, –est; longer words No new tricky words: Review all taught so far; Secure spelling

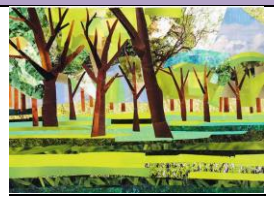
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Maths We use Mastery in number to teach maths and supplement it each half term using White Rose for shape, space and measure. We also ensure that there are lots of opportunities for mathematical experiences in the continuous provision.	Subitising within 3. Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4. Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than. 2D shapes ABAB patters Time- seasonal changes, visual weekly and daily timetables, days of the week, birthday month- children's own timeline- significant events- ordering	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20. Time- day and night/ nocturnal animals/ our daily routines. 3D shapes/ mass (Christmas parcels) Pattern-ABB, AAB, AABB, AABBB (wrapping paper)	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 & 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Spacial reasoning 1-3 Sharing and grouping	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers Making pairs Doubling Odd and even Spacial reasoning 4- Fairytale map	Counting to 20 and beyond– larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Measure- length and height (growing plants, throwing, jumping activities) Time (butterfly life cycle observed, seeds growing) Days, weeks, hours, minutes	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting to 20 and beyond Recognising numbers past 20 Time- obstacle courses/ outdoor challenges- counting in seconds, timers, recipes Spacial reasoning 4- pirate treasure maps Measure- Capacity and mass

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Religious Education	**I am special** Recognising ways in which we are the same and different and what makes us unique. Christians believe God is God is the Father, Son and Holy Spirit and he loves us all.	**Festivals** Recognise that people have different beliefs and celebrate special times in different ways Hinduism- Divali Christianity- Christmas	**Stories Jesus heard** Noah, Moses, Joseph, Daniel, Jonah Understand the past through settings, charcacters and events encountered in books	**Stories Jesus told** The good Samaritan, the lost sheep, thewise and foolish builder **Easter**	**Special places** Understand that some places are special to members of their community	**Special times** Talk about special celebrations in faiths and how they create memories
Expressive Art & Design- Focus Artist and Key Art work	Self portraits Vincent Van Gogh/Giuseppe Archimboldo  	Jackson Pollock- paint splatter art Landscape artist- Megan Coyle 	Piet Mondrian/ Wassily Kandinsky- abstract shape art 	Animal sculptor- Nick Bibby 	Van Gogh- Sunflowers Georges Serat- Pointilism  	The Great Wave Hokusai 

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Expressive Art & Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work each half term and display in class/Tapestry – lots of links to fine motor skills. Children to be encouraged to talk about their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work/interests	**Being Imaginative and Expressive** Drawing/ observations of natural materials Autumn art and harvest fruits and vegetables Artist- Portraits/ self portraits- Giuseppe Arcimboldo / Van Gogh (self portraits) Music: Exploring sound Identify and differentiate	**Being Imaginative and Expressive** Bonfire Night Firework pictures Exploring paint and painting techniques through nature, music and collaborative work. Colour mixing Fingerpainting -Outdoor painting -Firework art Jackson Pollock- Paint splatter art Seasons- Landscape art- Megan Coyle Music: Celebration music Learning about music from a range of cultural and	**Being Imaginative and Expressive** Getting crafty- Cutting, threading, joining, folding, curling Spring art Wassily Kandinsky/ Piet Mondrian (Abstract shapes) Music: Music and movement Perform and create simple action songs, learn how to move to a beat and express feelings and emotions through movement to music. **Creating with Materials**	**Being Imaginative and Expressive** Design own pancake Design a fairytale map Spring craft: Spring project- Flower threading Using a range of tools and techniques, pupils cut out a flower, create their own flower threading pattern and complete it using coloured wool. Music: Based on traditional childrens' tales and songs. Moving to music with	**Being Imaginative and Expressive** Observational drawing plants/ flowers Georges Serat- pointilism Music: Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. Trains, boats, cars, journeys	**Being Imaginative and Expressive** Salt pictures- waves Underwater pictures .Music: Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience **Creating with Materials** Creating pirate hats and accessories to enjoy in our role play. Create boats

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	between sounds in the environment. Explore body, vocal, instrumental, nature and environmental sounds. Experiment with tempo and dynamic **Creating with Materials** Exploring natural Autumn resources Junk modelling- Build Boris- pupils explore various junk modelling ideas by learning about different types of permanent and temporary joins. They are encouraged to tinker with a	religious celebrations. Diwali music, Hannukah, Kwanzaa, Christmas **Creating with Materials** Building space rockets Create Diwali Divas and Christmas slider cards (Santa and chimney)	Sewing bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.	instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story. **Creating with Materials** Easter nests and baskets Sculpture and 3D Clay animals Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining	**Creating with Materials** Design and create your own extraordinary garden Cooking and nutrition: Soup/ fruit kebabs/ rainbow salad Scrumpled tissue paper flowers and tissue suncatcher art	

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	combination of materials and joining techniques in the junk modelling area. Autumn crafts- Nature wreaths			techniques; designing and making clay animal sculptures -Clay -Playdough -Designing, Creating and painting animal sculptures **Sculptor- Nick Bibby** -		