

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

+

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	What makes us unique? Sept 2025	Around the World - Oct/Nov 2025 linking key plans from 'Taste the World.'	Once Upon a Time -merge with the current theme of 'Tell me a story.' for Jan 2025	Build It! -Feb 2025	The Great Outdoors -April 2025 merge with current plans	We're going on an adventure June 2025 merge with current plans for 'Down on the Farm.'
Possible ideas and themes (These may be adapted or changed depending on cohort and children's interests)	Starting school Rules and routines - develop class rules Likes and dislikes All about me, my family and where I live Extended family members Which family members live and do not live in my house Memories Feelings and emotions Routines at home that involve caring for yourself (healthy choices, brushing teeth etc...) Introduce the Robinson family for Floppy's Phonics Programme	Explore and plot the place where the children live Explore and plot places on maps that children have visited Explore and plot places on maps that Phileas Fogg visited Concentrate on one country and compare similarities and differences Find out about the climate, landmarks, food in specific countries and make comparisons (similarities and differences) Food Technology opportunities using the skills identifies on DT overview	Stories - traditional tales, fairy stories Familiar settings Retelling stories Innovating stories Instructions - making porridge	Designing and making something out of a box Buildings around us in our local area Buildings and how they have changed over time Our homes and our route to school (inc map work) Materials of buildings and their properties Suitability of materials Own version of 3 little pigs	Animals - wild, farm, minibeasts etc... Habitats including comparing and contrasting habitats - why does this animal live here? (suitability) Baby animals and their adult Life cycles - link to chicks Plant sunflowers and look at what they need to grow Experiment - what plants need to grow Caring for animals and plants Artist Study - Van Gogh Sunflowers Plant bean for next half term	Adventure stories - Gingerbread man Jack and the Beanstalk Floating and sinking Materials - can we help the gingerbread man cross the river Making gingerbread men - changes of matter - writing instructions Retelling stories Innovating stories Staying safe Who can help us in school - link to transition
Possible texts OMAT Agreed Texts	The big book of families A handful of Buttons What's My Superpower? Super Duper You	Everywhere Bear - Julia Donaldson Martha Maps it out - Leigh Hodgkinson	Goldilocks and The Three Bears The Three Billy Goats Gruff	Not a Box The Three Little Pigs What We'll Build- Oliver Jeffers	-What the Ladybird Heard - (if not being used as a focus text in	The Gingerbread Man Jack and the Beanstalk

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

		<p>Around the World in 80 days - Usborne Young Reading Series 2 - Jules Verne</p> <p>Rama and Sita (story of Diwali)</p> <p>Cake</p> <p>The Christmas Story</p> <p>The First Christmas Tree</p> <p>The Nativity Story</p>	<p>Share alternative versions of the same story</p> <p>Read other fairy/traditional tales during story time</p>	<p>Let's build a house - Nick Manning</p> <p>Iggy Peck Architect - Andrea Beaty</p>	<p>nursery. PPH are using this book in reception)</p> <p>-Yucky worms</p> <p>-The Tiny Seed</p> <p>Life cycle of a chick - non fiction text</p> <p>Animal non-fiction texts</p> <p>Handas Hen</p> <p>Non-fiction books about minibeasts</p> <p>Farmer Duck</p>	
<p>Possible Key Knowledge - depending on learning theme and children's interests</p>	<p>There are rules that we need to follow to keep us happy and safe.</p> <p>We are all unique and everyone has similarities and differences.</p> <p>Families are all different. People can still be in my family but not live in my house.</p> <p>Some families have pets and some families don't.</p> <p>A memory is something that happened in the past.</p> <p>I live in _____, in Yorkshire.</p> <p>I can keep safe and healthy by getting lots of sleep and making healthy choices.</p> <p>I can look after my teeth by brushing them in the morning and at night before bedtime.</p>	<p>We live in Pudsey which is in Leeds.</p> <p>Leeds is in Yorkshire. Yorkshire is in England. England is the country we live in.</p> <p>People travel to lots of different places. Sometimes it can take a long time to get there. Sometimes you have to travel on an aeroplane to get there.</p> <p>Name different places in the world.</p> <p>Name and describe different landmarks in different places of the world.</p> <p>_____ is similar to England because</p> <p>_____ is different to England because</p>	<p>Stories were told a long time ago.</p> <p>Sometimes stories can change over time.</p> <p>Stories have characters, settings and events.</p> <p>A character is who the story is about.</p> <p>A setting is the place in the story.</p> <p>An event is what happened in the story.</p> <p>Other key knowledge linked to specific stories used.</p>	<p>Name familiar buildings and places within Pudsey.</p> <p>Some buildings look different to how they looked in the past.</p> <p>Some buildings are now used for different purposes.</p> <p>We can follow a map to help us find our way.</p> <p>There are lots of different types of homes.</p> <p>Homes can be made out of different materials - name materials</p> <p>People chose the best material for its job - name some common properties</p>	<p>Animals live in different places.</p> <p>Some animals are looked after by people.</p> <p>Some animals live in the wild.</p> <p>Some animals live on a farm.</p> <p>Names of common minibeasts - see vocab</p> <p>Name common habitats</p> <p>Baby animals grow and change as they get older.</p> <p>Baby animals have different names to adult animals.</p> <p>Chicks hatch from eggs. Chicks grow into adult birds.</p> <p>Female adult birds lay eggs.</p> <p>Plants grow from seeds. Plants need sunlight and water to grow.</p> <p>Van Gogh was a famous artist who painted pictures a long time ago.</p>	<p>Stories have characters, settings and events.</p> <p>A character is who the story is about.</p> <p>A setting is the place in the story.</p> <p>An event is what happened in the story.</p> <p>Names of different materials</p> <p>Name some common properties of materials</p> <p>Floating is when an object that is light sits on top of the water.</p> <p>Sinking is when an object is heavy and it sinks to the bottom of the water.</p> <p>Some materials change when they are heated.</p> <p>Some materials change when they are cooled.</p>

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

					He painted the picture 'Sunflowers'.	
Key Vocabulary	family, extended family, Mum/Mummy, Dad/Daddy, Grandma, Grandad, aunt, uncle, cousin, friends, special, unique, feelings, happy, excited, sad, sharing, caring, pets, pet names, memory, past I like... I don't like... I feel happy when I...	country, map, globe, climate, food, landmarks, travel, compare, similar, different, Leeds, Yorkshire, England	story, traditional, character, setting, event, wood, house, castle,	buildings, house, home, windows, door, roof, chimney, brick, stone, glass, strong, see-through (transparent), past, present, Pudsey, route, map	animals, grass, woods, pond, field, hole, nest, burrow, den, farm, farmer, minibeast, bird, insect, bees, wasp, ladybird, slug, woodlouse, earth worm, centipede, millipede, spider, pig, chicken, cow, sheep, horse, pony, mouse, rat, rabbit, hare, cat, dog, donkey, sunflower, artist, famous, Van Gogh	story, adventure, character, setting, adventure, journey, explore, plan, wood, park, river, farm, field, event, float, sink, material, plastic, wood, metal, bendy, hard, soft, warm, cold, dry, wet, heavy, light, change.
National Curriculum Links	PSHE Geography History	Geography History RE DT	History	History Geography	Science PSHE	Science PSHE
Substantive Knowledge	Past and Present (History) People Culture and Communities (Geography, PSHE and RE) Geography - scale favourite memories Develop understanding of other people and their cultures etc -PCC Own personal history and recalling events and experiences from the past – Past and Present	People, Culture and Communities (Geography, PSHE and RE) The Natural World (Science, Chemistry, DT - Food Technology) Geography - scale Developing knowledge of other places, similarities and differences –PCC Mapping skills linked to a larger scale – places in the world.	Past and Present (History) Monarchy Learning traditional stories; story book language, story telling	Past and Present (History) People Culture and Communities (Geography) Mapping skills – route to school (local area)	The Natural World (Science - Biology) Recognising similarities and differences, cycles of change, using their senses. Develop an understanding of the need to care for the natural environment and all living things	The Natural World (Science - Physics and Chemistry) Begin to develop an understanding of properties of materials. Develop an understanding of how materials can change Learning traditional stories; story book language, story telling

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

		Exploring changing states of materials (food) through combining ingredients and cooking.				
Seasonal changes	Summer & Autumn In summer the weather can be hot and people often go on holiday. In Autumn the leaves change colour. In Autumn the leaves and seeds fall for the trees. In Autumn the days get shorter and the nights get longer. The weather starts to get colder in Autumn. Pumpkins are ready to harvest in Autumn.		Winter In winter the weather turns colder. In winter we have frost on the ground and water freezes. In winter it may snow. When it snows we may make snowmen, throw snowballs and go sledging.	Spring In spring new plants start to grow. In spring buds start to grow on the trees. In spring the weather starts to get warmer. In spring there are baby animals being born. In spring there is blossom on the trees.		Summer In summer the days get longer because it gets dark later. In summer the trees have lots of green leaves. In summer we can see lots of flowers. In summer the weather can be hot.
Visits and Visitors	Pumpkin Picking - Horsforth	Santa	Library Visit Public transport	Local Walk - buildings	Farm visit - chicks	Local park or woods. Farm visit if not visited in previous half term. An adventure on a new mode of transport - coach/minibus/bus/train
Owlcotes Elements		Nativity Performance	Dance	Litter picking Planting own fruit and vegetables - provision	Yorkshire farm visit Art Gallery Chicks	Sports Day
Focus Weeks	DT Week	Enterprise Week for Christmas Fair	TBC		TBC	Healthy Heart Week
Important Dates		Diwali 31-10-24 - 1-11-24 Bonfire Night 5-11 Remembrance Day 11-11-25 World Nursery Rhyme Week 11-11-24	Chinese New Year - 29-01-25	Shrove Tuesday - 4-03-25 Mother's Day 30-03-25 World Book Day - 06-03-25 Red Nose Day 21-03.25 Easter - 20-04-25	Fathers Day 15.06.25	

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

		Children in Need 15-11-24 Christmas				
--	--	--	--	--	--	--

Communication and Language						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure
Statutory 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, storytelling 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.					
Curriculum Goal	To become a Confident Communicator in Reception who can listen carefully in different situations, hold a conversation with friends, familiar and unfamiliar adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Specific provision	<p>Talking about themselves and their family - who is in their family, their extended family, pets</p> <p>Talking about likes and dislikes and giving reasons</p> <p>Talk about their favourite things - toys, hobbies, places to visit</p>	<p>Talk about where they have been on holiday</p> <p>Talk about their favourite place</p> <p>Say how a country is similar to England</p> <p>Say how a country is different to England</p> <p>Talk about their likes and dislikes</p>	<p>Retell traditional stories</p> <p>Innovate stories using props</p> <p>Compare and contrast different stories, including settings and characters</p> <p>Talk about favourite stories and characters</p>	<p>Describe their local environment and the buildings in it</p> <p>Use new vocabulary to describe buildings and shapes within buildings</p> <p>Compare past and present buildings</p> <p>Retell the story - The Three Little Pigs</p>	<p>Compare contrasting habitats and environments using new vocabulary</p> <p>Ask and answer questions about habitats</p> <p>Ask and answer questions about how animals change as they grow</p>	<p>Retell the story - The Gingerbread man</p> <p>Retell the story - Jack and the beanstalk</p> <p>Innovate the story using props</p>

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	Talk about their favourite memory			Innovate the story using props Non-Fiction books related to materials and buildings Encourage talk about problem solving - three little pigs and their houses	Talk about how the chicks grow and change as they get bigger Compare plants during different seasons Talk about what a plant needs to grow and predict what would happen if a plant didn't have one of those things Talk about their observations of the plant Non-Fiction books related to plants and animals	
Role Play Area	Home Corner	Travel Agents Santa's Workshop	Fantasy setting from stories	Shop from the local area - Asda Train station/bus station/ticket office for local travel...	Farm and Farm shop	Adventure story setting
Ongoing provision throughout the year	Daily Routines	Following instructions Develop and encourage social phrases - Good morning, thankyou, yes please, no thank you etc... Active listening and skilled speaking				
	Session inputs and all provision areas	Learning and using new vocabulary Adults modelling new vocabulary in sentences Using full sentences in everyday talk - adults model				
	Small World Area	Props for retelling and innovating stories Re-enacting real life experiences - ie. cars, dolls house etc...				
	Reading Area	Develop new vocabulary through stories Adults modelling reading and retelling stories Props to encourage independent retelling A range of stories and non-fiction texts				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	Tapestry Tuesday	Share and talk about pictures/ videos Ask and answer questions
--	------------------	---

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

Statutory 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.					
Curriculum Goal	To become an Independent Individual in Reception who can follow the class and school rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend in Reception who can be kind, caring and helpful, show empathy and respect to others and can work and play cooperatively whilst considering others' ideas and feelings.					
Specific provision	<p>Making a set of class rules and signing them</p> <p>Understand why rules and routines are important to keep us safe</p> <p>Talk about personal hygiene and why it is important</p> <p>Discuss likes and dislikes</p> <p>Identify and talk about feelings and emotions</p> <p>Getting to know one another and build relationships through circle times</p>	<p>Understanding the differences between countries</p> <p>Understand the different celebrations</p> <p>Show respect to other countries and their beliefs and celebrations</p>	<p>Listen to stories</p> <p>Discuss likes and dislikes</p> <p>Discuss character traits and behaviours</p>	<p>Planting fruit and vegetables for next theme of learning</p> <p>Show resilience and perseverance when model making</p> <p>Talk about how we care for our environment</p> <p>Litter picking - owlcotes element</p>	<p>Talk about how we care for animals</p> <p>Talk about how we look after our chicks</p> <p>Talk about how we care for plants in our environment</p> <p>Create recipes using our own grown or locally grown fruit and vegetables</p> <p>Farm visit</p>	<p>Listen to stories</p> <p>Discuss likes and dislikes</p> <p>Understand how to stay safe</p> <p>Talk about feelings - linked to transitions</p>
Ongoing provision throughout the year	Snack time & Lunch time	<p>Use of good manners - please and thank you, waiting your turn</p> <p>Making healthy choices about food and drinks</p> <p>Using a knife and fork correctly to cut and scrape food onto fork</p> <p>Washing hands</p>				
	Daily Routines	<p>Handwashing</p> <p>Making good choices - behaviour and learning</p>				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

		<p>Adult interactions</p> <p>Waterloo Values Scrabble Board - encourage and model the water values of resilience, team work, positivity, respect and reflecting</p> <p>Adult modelling sharing and turn taking</p>
	Circle Times	<p>Opportunity to talk about current situations</p> <p>Friendship</p> <p>Circle time is used regularly to share ideas and turn taking</p>

Physical Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure
Statutory Educational Programme	<p>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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing</p>					

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination 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.					
Curriculum Goal	To become an Amazing Athlete in Reception who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways and use a range of equipment appropriately. To become a Talented Tool User in Reception who can hold a pencil effectively to write and draw and use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Specific provision PE	Body Management - Follow balance obstacle challenge - work with others to move through hoops - reach and stretch to reach and place objects - steps, strides, hops, bounces, bridges and tunnels - Use a variety of ways to travel over apparatus	Gymnastic - Adapt instructions to physical actions - Take off positions - Landing positions - Moving over and under apparatus - Shape and balances	Manipulation & Coordination - Coordinate limbs to carry out defined movements and actions - Reproduce movements with a ball bilaterally - Make contact with a ball using feet and legs - Practice hop, step and jump sequences - Send and stop objects using hands and feet	Unit 1 - Dance - Link colours to feelings - Explore movements and levels - Replicating actions in larger groups - Seasons sequence work - Exploring leader and follow work	Unit 1 - Co-operate & Solve Problems - Work as an individual and as part of a group to match - Keep heart rate high - Work as a pair to demonstrate numbers - Travelling and travel trails - Work cooperatively to construct shapes	Unit 1 - Speed Agility Travel - Demonstrate ability in a variety of games - Recognise and follow instructions - Experiment starting and stopping positions - Perform fast and slow movements - Show control to stop and perform actions
Ongoing provision throughout the year	Outdoor Area	Slide and climbing frames, wobble balance board Bikes, trikes and scooters Sweeping brushes in the mud kitchen Digging area with equipment Large paint brushes and water				
	Gross Motor	Groups accessing squiggle while you wiggle (intervention)				
	Fine Motor	Handwriting as part of phonics session, handwriting (intervention) Dough Disco				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure
Statutory 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).					
Curriculum Goal	To become a Brilliant Bookworm in Reception who can show a love for reading, use new vocabulary to talk about and show an understanding of what they have read or has been read to them and read words and simple sentences using single sounds and digraphs they have learnt.					

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	To become a Wow Writer in Reception who can write letters that are formed correctly and write words and simple sentences that can be read by others.					
Specific provision	<p>Labelling the Robinson family</p> <p>Labelling own families</p> <p>Labelling and writing key words about their favourite things and places to visit</p>	<p>Drawing and labelling what they need to take on holiday to different places</p> <p>Writing lists of what they need to take</p> <p>Write key words describing places/ matching pictures</p> <p>Non-fiction books about places around the world</p> <p>Retelling the story of Around the World in 80 days</p> <p>Labelling and writing key words about places in the world they have visited.</p> <p>Read stories from around the world</p>	<p>Retelling the story of Goldilocks and the 3 bears and the 3 billy goats gruff</p> <p>Innovating the story - Goldilocks and the 3 bears and the 3 billy goats gruff</p> <p>Drawing story maps for retelling and for writing</p> <p>Writing stories</p>	<p>Retelling the story of the 3 little pigs</p> <p>Innovating the story - the 3 little pigs</p> <p>Describing how buildings have changed over time</p> <p>Non-fiction texts about materials and buildings</p> <p>Drawing story maps for retelling and for writing</p> <p>Writing stories</p>	<p>Labelling and naming animals</p> <p>Write descriptions of habitats for different animals</p> <p>Write descriptions of animals</p> <p>Write fact files about animals</p> <p>Drawing story maps for retelling and writing stories</p> <p>Writing stories</p> <p>Writing instructions about caring for chicks</p> <p>Diary writing - daily updates on the chicks</p> <p>Non-fiction books about plants</p> <p>Labelling parts of a plant</p> <p>Write predictions about what plants need to grow</p> <p>Write instructions for planting</p>	<p>Retelling the story of Jack and the beanstalk and the gingerbread man</p> <p>Innovating the story - Jack and the beanstalk and the gingerbread man</p> <p>Drawing story maps for retelling and for writing</p> <p>Writing stories</p> <p>Writing instructions for making gingerbread men</p> <p>Describing settings at the top of the beanstalk</p>
Ongoing provision throughout the year	Writing Area	Blank story maps for retelling Book templates for retelling				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

Reading and writing opportunities are provided in all areas of provision		Notebooks Name cards
	Small World Area	Story props for retelling and innovating
	Reading Area	Puppets Non-fiction books Copies of the class text Masks for story telling Story spoons/characters Story maps
	Role Play Area	Writing opportunities in role play areas Adults modelling writing within provision areas

Mathematics - Linked to the Whiterose Maths Hub						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (from whiterose maths hub scheme of learning)	Getting to know you Just like Me!	It's me, 1, 2, 3! Light and Dark	Alive in 5! Growing 6,7,8	Building 9 and 10	To 20 and beyond First, Then, Now	Find my Pattern On the Move
Statutory 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					

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	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.					
Curriculum Goal	To become a Master of Maths in Reception who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, recall number bonds to 5 and compare quantities to 10.					
Specific provision	<p>Just Like Me!</p> <p>Match and sort</p> <p>Compare amounts</p> <p>Compare size, Mass and Capacity</p> <p>Exploring pattern</p>	<p>It's Me 1,2, 3!</p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and Triangles</p> <p>Positional Language</p> <p>Light and Dark</p> <p>Representing numbers to 5</p> <p>One more and one less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Alive in 5!</p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Compare Mass</p> <p>Compare Capacity</p> <p>Growing 6,7,8</p> <p>6,7 and 8</p> <p>Combining 2 amounts</p> <p>Making pairs</p> <p>Length & Height</p> <p>Time</p>	<p>Building 9 and 10</p> <p>Counting to 9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D Shapes</p> <p>Spatial awareness</p> <p>Patterns</p>	<p>To 20 and Beyond</p> <p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Match, Rotate, Manipulate</p> <p>First, Then, Now</p> <p>Adding More</p> <p>Taking Away</p> <p>Spatial reasoning</p> <p>Compose and decompose</p>	<p>Find my Pattern</p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p>Spatial reasoning</p> <p>Visualise and build</p> <p>On the Move</p> <p>Deepening Understanding, Patterns and Relationships</p> <p>Spatial Reasoning</p> <p>Mapping</p>
Ongoing provision throughout the year	Maths Area	Ongoing challenges related to objectives Numicon and peg boards Counters Shapes Maths working wall and number focus				
	Music Area	Number rhymes and instruments				
	Role Play Area	Counting opportunities Matching and sorting opportunities				
	Maths opportunities are always provided in the role play area - varied on the theme of learning					

Number Measure, Space and Spatial Thinking

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure
Statutory 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.					
Curriculum Goal	To become an Exceptional Explorer in Reception who can show curiosity about the world around them, understand how to read and draw a simple map and understand some differences between times and places.					

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	To become a Compassionate Citizen in Reception who can help to look after their community and care for the environment, know some reasons why Pudsey is special, and have an awareness of other people's cultures and beliefs.					
Specific provision	<p>Talk about members of their immediate and extended family Name and describe people who are familiar to them</p> <p>Talk about memories from their past</p>	<p>Understand that there are different countries around the world Compare similarities and differences between places around the world</p> <p>Understand that countries have different climates and landmarks</p> <p>Know that people from different countries have different beliefs and celebrations</p> <p>Understand that places are special to people in their community</p> <p>Plot countries onto a simple map</p>	<p>Talk about places in stories</p> <p>Compare story settings - identify features</p> <p>Look at how stories have changed over time</p> <p>Compare the same story over time</p>	<p>Place buildings onto a simple map</p> <p>Look at how buildings in Pudsey have changed over time</p> <p>Make comments about photographs of Pudsey in the past</p> <p>Talk about and explore how things work</p>	<p>Matching young animals to adult animals</p> <p>Understand the key features of a life cycle - chicks</p> <p>Planting flowers/beans and care for growing plants</p> <p>Understand the key features of a lifecycle - plant</p> <p>Explore - what do plants need to grow. Make predictions</p> <p>Visit allotment to look at food being grown</p> <p>Grow own fruit and vegetables in outdoor provision</p> <p>Explore and describe the natural world around them</p>	<p>Name some materials</p> <p>Name some properties</p> <p>Explore - can we make a boat to help the gingerbread man cross the river - observe and predict</p> <p>Explore floating and sinking using different materials</p> <p>Changing states - liquid to solid (making gingerbread man)</p>
Ongoing provision throughout the year	Tapestry Tuesday	Children share their photographs and experiences with their families - answering questions from other children				
	Outdoor provision	<p>Seasonal change</p> <p>Gardening - planting and caring for</p> <p>Bug boxes, bird houses</p>				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

		Caring for our outdoor area				
Key Vocabulary linked to NC subjects	History Past and Present	Geography People and Communities Science Natural World	History Past and Present	History Past and Present Geography People and Communities	Science Natural World PSHE	Science Natural World

Expressive Art and Design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes us unique?	Around the World	Once Upon a Time	Build It!	The Great Outdoors	We're going on an adventure
Statutory 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.					
Curriculum Goal	To become a Proud Performer In Reception who can sing a range of nursery rhymes and songs, perform rhymes, songs, poems or dances to an audience, retell stories with expression and confidence and play a range of percussion instruments correctly with good rhythm. To become a Dynamic Designer in Reception who can draw and paint with increasing care and accuracy, choose and safely use the resources they need to make their creations and talk confidently about what they have made and how they have made it.					

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

Specific provision	Self portrait - drawing Colour mixing Mud Kitchen recipes DT - Making pizza faces (see DT skills)	Diva Lamps - sculpted hand prints with patterns Small world - different countries Christmas cards and calendars Nursery rhyme week Nativity performance Enterprise week activity for Christmas Fair	Retelling stories in reading area and small world Puppet theatre Making masks Making story settings and props	Explore different joins and fastenings Small world - Pudsey Explore different materials to develop ideas on how and what to build - link to buildings and houses Making maps Following maps Junk modelling Design a box - not a box day	Small world - habitats and animals Collage Bug hotels - outdoor area Painting sunflowers Colour mixing	Explore joining materials to make boats Decorating Gingerbread men Puppet theatre Retelling stories in reading area and small world Making masks, props and settings
Ongoing provision throughout the year	Performing Area (outdoor)	Musical instruments Stage Dressing up clothes				
	Outdoor Area	Large construction Mud kitchen Colour mixing opportunities - puddles Painting with materials - mud				
	Creative Area	Joining materials and equipment Colouring for a purpose - ie. using the correct colour to represent the correct object				
	Malleable Area	Playdough with equipment added regularly Rollers Cutters Pressers				
	Small World Area	Make imaginative and complex worlds - i.e. Pudsey Town, habitats, buildings etc...				

Spring Bank Reception Long Term Plan and Curriculum – January 2025 onwards

	Role Play Area	Changes to suit the learning theme and interests of the children (including outdoor)				
	Daily Routines	Go-noodle dance routines Friday Dance Singing PE - dance				
	Music Area	Instruments, songs and rhymes				
Key Vocabulary linked to NC subjects	Art DT - food technology and designing and evaluating					