



Curriculum Long Term Plan 2024 - 2025 Year: Reception

Our INSPIRE Curriculum:

- develops the **INDIVIDUAL** - values, attitudes, knowledge, skills and understanding
- **NURTURES** curiosity and creative thinkers
- is broad, balanced and has clear progression in **SUBJECT KNOWLEDGE and SKILLS**
- is filled with rich **PURPOSEFUL** first-hand experiences and uses expertise beyond the classroom
- develops **INDEPENDENCE**, resilience and perseverance to always be our best
- is flexible and **RESPONSIVE** to individual needs and interests.
- **EMBRACES** children's knowledge and understanding of the developing world we live in, modern-cultural Britain and our own diverse community

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
Enrichment activities	Tour of Church – Christenings and new beginnings Invite newborn baby into class Create a mysterious hole in outdoor area	Road Safety Week – Bonfire Night Trip to the post box Forest school Christmas campfire experience. Christmas Experience at Church	Story Barn Visit Chinese New Year celebration Pancake Day – Cooking Pancakes Invite real life superheroes into school	Easter Experience at Church Our pets – bring pets to school/vet surgery Easter bonnet parade Easter egg hunt Baking Easter Treats Mini – Beast Hunt (beekeeper visit)	Caterpillars Planting and Growing Trip to Croxteth Farm Growing broad beans Camping Campfires	The World Museum Pirate Party Pirate Ship Role Play Area Mosque experience
Christian Value	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
<p>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, speech and language interventions (Wellcomm), Pie Corbett T4W actions, Tales Toolkit strategies and EYFS performances</p>	<p>Settling in activities All About me books Making friends Sharing facts about me! Model talk routines through the day e.g. when arriving at school “Good morning, how are you?”</p>	<p>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</p>	<p>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 top them Describe events in detail</p>	<p>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 Hierarchy’s in the room</p>	<p>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</p>	<p>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</p>
Personal, Social and Emotional Development	<p style="background-color: #e2efda;">Personal Hygiene e-Bug resources –</p> <ul style="list-style-type: none"> • Horrid Hands • Super sneezes <p style="background-color: #e2efda;">Mental Health and emotional wellbeing</p> <p>ROAR Resources</p>	<p style="background-color: #e2efda;">Anti-Bullying Week –</p> <ul style="list-style-type: none"> • United against bullying lesson <p style="background-color: #e2efda;">Expect Respect</p> <ul style="list-style-type: none"> • People who can help us 	<p style="background-color: #e2efda;">Keeping Safe – E-safety</p> <ul style="list-style-type: none"> • Going places safely • ABC Searching • Keep it Private 	<p style="background-color: #e2efda;">Healthy lifestyles</p> <ul style="list-style-type: none"> • People who help us <p style="background-color: #e2efda;">Oral Hygiene</p> <ul style="list-style-type: none"> • Why do we have teeth? • Going to the dentist <p>Less sugary food and drink</p>	<p style="background-color: #e2efda;">Education for Personal Relationships</p> <ul style="list-style-type: none"> • Know how they can look after themselves • Know why hygiene is important <p>Know that all families are different</p> <p>Look at my Learning Journey</p>	<p style="background-color: #e2efda;">Financial Capability/My money week –</p> <p>Spending habits and budgets</p> <p>Fair-trade Fortnight</p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	<i>All Creations Great and Small</i>	<i>My World and Beyond</i>	<i>Superheroes</i>	<i>Exploring Traditions and Cultures</i>	<i>The Great Outdoors</i>	<i>Under the Sea/ Pirate Adventures</i>
<p>Physical Development</p> <p style="text-align: center;">Fine Motor</p> <p><i>Staff to check continuously the process of children's handwriting (pencil grip and letter formation including directionality)</i></p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole grasp Pencil grip</p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>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 activities: guide them in what to draw, write or copy. Teach and model the correct letter formation.</p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Begin to form letter correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items, button clothing, cutting with scissors</p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed</p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross</p>	<p>Daily Squiggle Whilst you wiggle/Dough Disco</p> <p>Threading, cutting, weaving, playdough and other fine motor activities.</p> <p>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 Programmable toys (Beebots/Codeapillar)</p>
Gross Motor	Sports star focus – Michael Jordan	Sports star focus – Skye Brown	Sports star focus – Serena Williams	Sports star focus – Inbee Park	Sports star focus – Mo Salah	Sports star focus – Tom Daly



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
	<p>The Power of PE – Autumn (Running and negotiating space) Different ways of moving to be explored. Develop good personal hygiene Regular reminders about handwashing and toileting</p>	<p>The Power of PE – Improve Agility (Agility) To move quickly and with ease. Provide a wide range of activities to support a broad range of abilities. Use picture books and other resources to explain the importance of a healthy lifestyle</p>	<p>The Power of PE – Growing (Running and negotiating space) Maintain balance when moving fast. Can change direction. Provide children opportunities to stop and start again Encourage children to become highly active and get out of breadth several times a day.</p>	<p>The Power of PE – Improve Throwing (Throwing) Developing skills when throwing under arm and over arm. Developing throwing skills so can throw more accurately. Throwing longer distances</p>	<p>The Power of PE – Improve Balance (Balance) Maintain balance on one leg/one foot/stationary and perform task Dance and move to music</p>	<p>Sports Day The Power of PE – Improve Catching (Catching) To develop skills individually, in a pair and in a small group. Catch standing on two feet, sitting and resting on knees</p>
<p>Literacy</p> <p style="text-align: center;">Comprehension – Developing a passion for reading</p> <p><small>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</small></p>	<p>Read to Write focus book - The Something by Rebecca Cobb</p> <p>Writing Outcome and Purpose Narrative: A losing story</p>	<p>Read to Write focus book - Star in a Jar by Sam Hay</p> <p>Writing Outcome and Purpose Narrative: A finding story</p>	<p>Read to Write focus book - Juniper Jupiter by Lizzy Stewart</p> <p>Writing Outcome and Purpose Narrative: A superhero story</p>	<p>Read to Write focus book - Little Red by Bethan Woollvin</p> <p>Writing Outcome and Purpose Narrative: A Traditional Tale</p>	<p>Read to Write focus book - The Extraordinary Gardener</p> <p>Writing Outcome and Purpose Narrative: A transformational story</p>	<p>Read to Write focus book - The Storm Whale by Benji Davies</p> <p>Writing Outcome and Purpose Narrative: A friendship story</p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
<p>stories that follow the same theme by different authors.</p> <p>Children will also be exposed to our Reading Spine books, fiction and non-fiction on a daily basis</p>	<p>Purpose: To tell and write a losing story</p> <p>Recount: Animal information</p> <p>Purpose: To inform</p> <p>Grammar: Word To teach HFWs; is, it, in at, and, the</p> <p>Grammar: Sentence</p> <p>Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Grammar: Text</p> <p>Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran,</p>	<p>Purpose: To tell and write a finding story</p> <p>Information: A poster to find a lost star</p> <p>Purpose: To inform (and describe)</p> <p>Grammar: Word</p> <p>*Secure previous unit high frequency words and teach: I, no, go, to</p> <p>Grammar: Sentence</p> <p>Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Grammar: Text</p> <p>Build on previous units & focus on: Sequencing sentences to form short</p>	<p>Purpose: To tell and write a super-hero story</p> <p>Information: A letter wanting to be a sidekick</p> <p>Purpose: To inform</p> <p>Grammar: Word</p> <p>*Secure previous unit high frequency words and teach: he, she, we</p> <p>Grammar: Sentence</p> <p>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'</p> <p>Grammar: Text</p> <p>Build on previous units & focus on: Sequencing sentences to form short</p>	<p>Purpose: To tell and write a traditional tale</p> <p>Instructions: How to trap an animal</p> <p>Purpose: To instruct</p> <p>Grammar: Word</p> <p>*Secure previous unit high frequency words and teach: me, be, was, no</p> <p>Grammar: Sentence</p> <p>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'</p> <p>Grammar: Text</p> <p>Build on previous units & focus on: Sequencing sentences to form short</p>	<p>Purpose: To tell and write a transformational story</p> <p>Instructions: How to grow a garden/plant/vegetable</p> <p>Purpose: To instruct</p> <p>Grammar: Word</p> <p>*Secure previous unit high frequency words and teach: my, they, her, all, are</p> <p>Grammar: Sentence</p> <p>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'</p> <p>Grammar: Text</p>	<p>Purpose: To tell and write a friendship story</p> <p>Poems: Sea creature poems</p> <p>Purpose: To describe</p> <p>Grammar: Word</p> <p>*Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what</p> <p>Grammar: Sentence</p> <p>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'.</p> <p>Grammar: Text</p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
	<p>and she ran, and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly</p> <p>Grammar: Punctuation Focus on: Letter formation Separation of words with spaces</p>	<p>narratives. Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>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</p> <p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I</p>	<p>narratives. Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>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</p> <p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p>narratives. Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>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</p> <p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>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</p> <p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters</p>	<p>Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by:</p> <p>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</p> <p>Grammar: Punctuation Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters</p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
					Personal pronoun - I Full Stops Capital Letters for names	Personal pronoun – I Full Stops Capital Letters for names
Literacy Word Reading Children will be working in different groups for RWI. The focus will be on consolidation of Set 1 and 2 sounds, Green words. Ditty sheets, Red Ditty Books and working through the different coloured bands. Children will work through the RWI programme, based on the half termly assessments and sessions will be matched to individual needs. (This planning as a guide)	Phonics Sounds: RWI Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Read 26 Set 1 sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers Read 26 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Phonics Sounds: RWI Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Review Set 1 Sounds Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Phonics Sounds: RWI Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers
Maths We use White Rose maths planning and have a 'Number of the Week' focus. We use the NCETM to plan our mathematical provision. We also ensure that there are lots of opportunities for mathematical	Opportunities for settling in, introducing areas of provision, key times of day, class routines and positional	Circles and triangles 1, 2, 3, 4,5 Shapes with 4 sides Number to 5	Growing 6, 7, 8 Length, height, and time Building 9 and 10	Building 9 and 10 Exploring 3-D Shapes To 20 and Beyond	Manipulate, compose and decompose Sharing and Grouping	Visualise, build and Map Make Connections Consolidation)



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
experiences in the continuous provision.	<p>language – where does this belong?</p> <p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measures and patterns.</p> <p>It's Me 1, 2, 3!</p>	<p>Alive in 5!</p> <p>Mass and Capacity</p>		How many now?	Visualise, build and Map	
Religious Education	<p>I am Special. What makes a person special?</p> <p>Harvest</p>	<p>Christmas. How do we celebrate Jesus' birthday?</p> <p style="color: red;">UC F2</p> <p style="color: red;">Why do Christians perform Nativity plays at Christmas?</p>	<p>Stories Jesus Heard</p> <p>Stories Jesus Told</p>	<p>Easter</p> <p style="color: red;">UC F3</p> <p style="color: red;">Why do Christians put a cross in an Easter Garden?</p>	<p>Friendship: What makes a good friend?</p> <p>Prayer: What is prayer?</p>	<p>Special Places: What makes a place special/holy?</p>
Understanding the World	<p>Past and Present</p> <p>Our families and special times</p>	<p>Past and Present</p> <p>Explore the seasons</p> <p>Bonfire Night</p>	<p>Past and Present</p> <p>Children to talk about experiences that are</p>	<p>Past and Present</p>	<p>Past and Present</p>	<p>Past and Present</p> <p>Growing and how seeds/plants change</p>







Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	<i>All Creations Great and Small</i>	<i>My World and Beyond</i>	<i>Superheroes</i>	<i>Exploring Traditions and Cultures</i>	<i>The Great Outdoors</i>	<i>Under the Sea/ Pirate Adventures</i>
	<p><i>Photos of families Long ago – How times have changed</i></p> <p>People, cultures and Community <i>Different types of families. Can draw similarities and make comparisons between other families.</i></p> <p>Natural World <i>Exploring Autumn – Autumn Walk</i> <i>Children can talk about their 5 senses – what they can hear, see, smell, touch and taste</i> <i>Animals from minibeasts to dinosaurs</i> <i>To understand where dinosaurs are now and begin to understand</i></p>	<p><i>Show photos of how Christmas used to be celebrated in the past.</i></p> <p>People, cultures and Community <i>Diwali</i> <i>Christmas story</i></p> <p>Natural World <i>Light and Dark – day and night</i> <i>Electricity</i> <i>Exploring the night sky and planets</i> <i>Special objects and treasures in our environment</i></p>	<p><i>familiar to them and how they were different to them in the past</i></p> <p>People, cultures and Community <i>Chinese New Year celebration</i> <i>Tasting Chinese food</i> <i>People Who Help Us</i></p> <p>Natural World <i>Introduce children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we can care for the natural world</i> <i>Use the Bee-Bots and sequencing games</i></p>	<p><i>Listening to stories and placing events in chronological order</i> <i>Long ago – how times have changed</i></p> <p>People, cultures and Community <i>Exploring Spring</i> <i>Easter</i> <i>Our family traditions</i> <i>Different cultures and traditions</i> <i>Share different cultural versions of famous fairy tales</i> <i>Introduce children to a range of fictional characters and creatures from stories and begin to differentiate these characters from real people in their lives</i></p>	<p><i>VE day – discussing events that have taken place in the past</i></p> <p>People, cultures and Community <i>Celebrating Eid.</i> <i>Encourage children to make comparisons between themselves and other children and families</i></p> <p><i>Encourage children to talk about their own home and comment on what it is like. Show photos of children’s homes and encourage them to make comparisons</i> <i>Environments – features of the local environment. Maps of the local area.</i></p>	<p>People, cultures and Community <i>Talking about different religions and places of worship and making comparisons between own religion and others</i></p> <p>Natural World Natural World <i>Explore a range of animals. Think about conservation and plastic pollution in the ocean</i> <i>Book: Somebody’s Swallowed Stanley</i> <i>Share non-fiction texts that offer an insight into contrasting environments</i> <i>Materials:</i> <i>Floating/sinking – boat</i></p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
	they were alive a long time ago			Natural World Use Bee-Bots on simple maps Same/Different – Sorting games New Life – baby chicks, life cycles Our family traditions	Comparing places on Google Earth – how are they similar/different? Programmable toys (Beebots/Codeapillar) Planting and growing – life cycle of a bean	building. Metallic and non-metallic objects Can children differentiate between land and water
Expressive Art & Design Focus Artist and Key Art work		Starry Night Vincent Van Gogh		Yayoi Kusama	Vincent Van Gogh – Sunflowers 	The Great Wave Hokusai 
Expressive Art & Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing</i>	Being Imaginative and Expressive Self-portraits Exploring mark making tools creating pictures to take home	Being Imaginative and Expressive Bonfire Night Firework pictures Colour mixing – Jackson Pollock	Being Imaginative and Expressive Paul Klee – linking images to cityscapes and mathematics Using 3d shapes to create cityscapes	Being Imaginative and Expressive Designing your own pancake using a variety of toppings	Being Imaginative and Expressive Observational drawing and painting of natural beauty in our garden.	Being Imaginative and Expressive Sea life pictures Hokusai – The Great Wave Picture – making our own versions, paper, collage



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
<p style="text-align: center;">All Creations Great and Small</p>	<p style="text-align: center;">My World and Beyond</p>	<p style="text-align: center;">Superheroes</p>	<p style="text-align: center;">Exploring Traditions and Cultures</p>	<p style="text-align: center;">The Great Outdoors</p>	<p style="text-align: center;">Under the Sea/ Pirate Adventures</p>	
<p>songs linked to topics, making instruments, percussion.</p> <p>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</p>	<p>Exploring Harvest vegetables using printing and rubbing techniques</p> <p>In Harmony - Children will have opportunities to find the pulse (the heartbeat of the song) and high and low sounds. Use percussion instruments.</p> <p>Learning new songs like Head tum toes, Chocolate treats, Seesaw and Cobbler Cobbler</p> <p>Creating with Materials</p> <p>All about me poster</p> <p>All about me paper bags</p> <p>Exploring natural Autumn items</p>	<p>Starry Night by Vincent Van Gogh</p> <p>Creativity with the iPad</p> <p>In Harmony – Find the pulse. Copy clap and rhythm. Explore high and low pitch. Inharmony sharing session.</p> <p>Creating with Materials</p> <p>Building space rockets and junk modelling</p> <p>Turn ourselves into aliens</p> <p>Create your own planet</p> <p>Exploring Diwali, Hannukah and Christmas create special items to share with families.</p>	<p>Mark making animals from CNY story.</p> <p>In Harmony – Explore high and low pitch and explore rhythm creatures. New songs to learn; Slowly</p> <p>Slowly, Hey Mr Woodpecker, Jackaroos and Chinese New Year.</p> <p>Creating with Materials</p> <p>Comic Strip Art</p> <p>Create a Superhero</p> <p>Create comic book costumes and accessories using craft materials.</p>	<p>Role playing our favourite stories for world book day.</p> <p>Using our imagination</p> <p>Spring into Summer – Kandinsky</p> <p>Inharmony – Explore high and low pitch and explore rhythm creatures. In Harmony sharing session. New songs to learn; Bells in the steeple, Hot Cross Buns, Oliver Twist and Mary had a little lamb.</p> <p>Creating with Materials</p> <p>Last Supper Art</p> <p>Easter Art – baskets, cards, chicks, eggs</p>	<p>Exploring sensory tuff tray with items representing EID.</p> <p>In Harmony= Learn new songs; sway trees sway, bow wow wow, clocks, swing me. Using resources like bells, scarves, drums and claves to find the rhythm or pitch.</p> <p>Creating with Materials</p> <p>Design and create your own extraordinary garden/ dream gardens</p> <p>Vincent Van Gogh – Sunflowers</p> <p>Creating EID celebration cards.</p>	<p>Water Lilies by Claude Monet</p> <p>Observational painting of lily's using watercolours.</p> <p>In Harmony= Learn new songs; Rain is falling down, Swing me, Swallows in the sunshine, Sally go round the sun. Use rhythm creatures in songs like 'caterpillar'.</p> <p>In Harmony sharing session.</p> <p>Creating with Materials</p> <p>Creating pirate hats and accessories to enjoy in our role play.</p> <p>Andy Goldsworthy – Transient Art -Using found item</p>



Curriculum Long Term Plan
2024 - 2025 Year: Reception

Subjects	Unit A	Unit B	Unit C	Unit D	Unit E	Unit F
	All Creations Great and Small	My World and Beyond	Superheroes	Exploring Traditions and Cultures	The Great Outdoors	Under the Sea/ Pirate Adventures
	Creating homes from small world resources and fabrics		CNY art – lanterns, dragons	Observation drawing, painting and collage of scenes of spring.	Creating moon and star hanging for celebrate Ramadan	
Themed days and weeks	Harvest celebration Roald Dahl Day – 13th September National fitness day – 18th September Black History Month – October Grandparents' day - 6th October Diwali – Friday 1st November	Bonfire Night – 5th November World Science Day – 10th November Remembrance Day – 11th November Anti-Bullying Week – 11th - 15th November Road safety week – 17th - 23rd November 1st Sunday of Advent – 1st December Christmas Jumper Day – 12th Dec Hanukkah – 25th December - 2nd January	Superhero Day – date TBC Winnie the Pooh Day – 18th January Martin Luther King Day – 20th January Big Garden Birdwatch – 24th - 26th January National Story Telling Week – 27th January – 4th February Chinese New Year – 29th January	Ramadan starts – 28th February Pancake day – 4th March Easter bonnet parade – date TBC World Book Day – 6th March International Women's Day – Saturday 8th March British Science Week - 7th - 16th March Holi – 14th March World Poetry Day – 21st March Mother's Day – 30th March Ramadan ends – 30th March Eid – 30th or 31st March	Mini Beast Day/Ugly Bug Ball – date TBC Planting Day - date TBC Passover – 12th - 20th April Earth Day – 22nd April St George's Day – 23rd April VE Day – 8th May Walk to school week. – 20th - 24th May	World Oceans Day – 8th June Healthy Eating Week – 9th – 13th June Father's Day – 15th June Pirate Day - date TBC Muharram – 27th July



Curriculum Long Term Plan
2024 - 2025 Year: Reception

<i>Subjects</i>	<i>Unit A</i>	<i>Unit B</i>	<i>Unit C</i>	<i>Unit D</i>	<i>Unit E</i>	<i>Unit F</i>
	<i>All Creations Great and Small</i>	<i>My World and Beyond</i>	<i>Superheroes</i>	<i>Exploring Traditions and Cultures</i>	<i>The Great Outdoors</i>	<i>Under the Sea/ Pirate Adventures</i>
				<i>Easter Sunday – 20th April</i>		