

Foundation Stage Long Term Curriculum Planner – Reception 23-24 3- 4 years- Blue 4-5 years- Red

Possible focus/ theme/	Personal, Social and Emotional	Communication, Language	Physical	Understanding of the World	Mathematics	Expressive Arts and Design	Literacy	Enhancement Events, Visits
<p>Autumn 1</p> <p>Ourselves</p> <p>Autumn Harvest</p>	<p>Settling in Classroom routines</p> <p>Golden Rules</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes <p>Jigsaw PSHE Scheme</p> <p><i>Being me in my world</i></p> <p>Self-identity</p> <p>Understanding feelings</p> <p>Being in a classroom</p> <p>Being gentle</p> <p>Rights and responsibilities</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Begin to communicate and work as a group</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts</p> <p>Use longer sentences of four to six words.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play:</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p>	<p>Fine motor control, holding a pencil.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Playground games/ equipment</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Me and my family</p> <p>I am special – Similarities and differences</p> <p>See themselves as a valuable individual.</p> <p>People who are special to me – friends and family</p> <p>Talk about past / Read DOGGER (compare)</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Things I like/don't like, my pets</p> <p>Express their feelings and consider the feelings of others.</p> <p>RE- I am Special, What makes a good friend?</p> <p>Autumn walk – seasonal change – on going observation of trees in local environment</p> <p>Understand the effect of changing seasons on the natural world around them</p> <p>Pumpkins</p>	<p>White Rose Hub Maths</p> <p><i>Just Like me</i></p> <p>Matching and sorting</p> <p>Comparing amounts</p> <p>Compare size, mass, capacity</p> <p>Exploring pattern</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Count objects, actions and sounds</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length</p>	<p>Leaf rubbings (collage)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Draw self and family</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Kapow Music – Celebration music</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>My mum and dad make me laugh</p> <p>My Brother</p> <p>The Colour Monster</p> <p>The Leaf Man</p> <p>Traditional Nursery Rhymes</p> <p>Orally sequence a simple story</p> <p>Write name</p> <p>Letter formation linked to phonics</p> <p>Hearing and continuing rhyming string.</p> <p>Share fiction and non-fiction books.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learn new vocabulary.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to</p>	<p>Visit to Local Library</p> <p>Autumn walk – collect natural things – scavenger hunt</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>

	<p>See themselves as a valuable individual. Build constructive and respectful relationships.</p>		<p>PE Sports partnership, Gymnastics Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Fundamental Skills Continue to develop their movement, balancing, riding (scooters, trikes and bikes) ball skills Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore the natural world around them.</p> <p>Science Investigation – Scavenger sort Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p>		<p>Role Play – house Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Develop storylines in their pretend play.</p> <p>DT – cake/ biscuit making Explore different materials freely, to develop their ideas about how to use them and what to make.</p>	<p>build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.</p> <p>Phonics Phase 1 / 2 Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother Write some or all of their name. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	
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Foundation Stage Long Term Curriculum Planner – Reception 23-24 3- 4 years- Blue 4-5 years- Red

<p>Autumn2</p> <p>Diwali</p> <p>Winter Christmas</p>	<p>Jigsaw - Celebrating difference</p> <p>Identifying talents</p> <p>Being special</p> <p>Families</p> <p>Where we live</p> <p>Making friends</p> <p>Standing up for yourself</p> <p>Develop appropriate ways of being assertive.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Following instructions</p> <p>Sharing ideas with others</p> <p>Speaking out</p> <p>Developing vocabulary</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Large movements- gross motor control</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p>Playground games/ equipment.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Body management skills – this includes balancing actions.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Diwali</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Winter- Changes in Seasons</p> <p>Hibernation/migration</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Christmas / Nativity</p> <p>Understand that some places are special to members of their community.</p> <p>RE- The Christmas Story</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>It's me 1,2,3</p> <p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition 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/ one less</p> <p>Shapes with 4 sides</p> <p>Time</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Talk about and explore 2D shape.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Count objects, actions and sounds</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p>	<p>Clay- Diwali Lanterns</p> <p>Rangoli patterns</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Christmas card –</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Story of Rama and Sita</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Music- Exploring sound</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>The story of Rama and Sita</p> <p>The Stickman</p> <p>The Jolly Postman</p> <p>A letter to Father Christmas</p> <p>CVC words</p> <p>Begin to write a sentence with a focus on full stop.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Form lower-case correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Phonics- Phase 2 / 3</p> <p>Read individual letters by saying the sounds for them.</p>	<p>Visit to Holy Trinity Church</p> <p>Understand that some places are special to members of their community.</p> <p>Pantomime</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
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3- 4 years- Blue

4-5 years- Red

			<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>PE Sports partnership, Gymnastics Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 		<p>Continue, copy and create repeating patterns.</p>	<p>Role play – Santa’s workshop Show interest in different occupations.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words I, the, no, go, to, into Read simple phrases and sentences made up of words with known letter–sound correspondences</p>	
<p>Spring 1</p> <p>Polar regions and Polar animals</p>	<p>Jigsaw <i>Dreams and goals</i> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show resilience and perseverance in the face of challenge.</p>	<p>Sequencing ideas, organising events Asking questions Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.</p> <p>Using language in role play Retell stories</p>	<p>Fine motor control- Pencil control activities, threading etc.</p> <p>PE Sports partnership, Fundamental Skills Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Further develop and refine a range of ball skills including: throwing,</p>	<p>Polar regions Environment and habitats Weather and climate Polar animals Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Comment on images of familiar situations in the past. Compare and contrast characters from stories,</p>	<p><i>Alive in 5</i> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Look for shapes / Making spirals- Explore colour and colour mixing. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Music- Music and movement</p>	<p>The Mitten Lost and Found Nonfiction books about penguins and polar animals</p> <p>Write captions and labels Sequencing stories Fact finding</p> <p>Form lower-case and some capital letters correctly. Spell words by identifying the sounds and then</p>	<p>Forest School Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. Show resilience and perseverance in</p>

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3- 4 years- Blue

4-5 years- Red

		<p>Listen and participate in discussion around nonfiction texts Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>catching, kicking, passing, batting, and aiming.</p>	<p>including figures from the past. Recognise some environments that are different from the one in which they live</p> <p>Science Investigation – Frozen Balloons Properties of materials Ice experiment (saving the penguins) Use all their senses in hands-on exploration of natural materials. Understand the effect of changing seasons on the natural world around them.</p> <p>RE- Stories Jesus Heard Moses Noah’s Ark David and Goliath Joseph and his special gift Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Solve real world mathematical problems with numbers up to 5. Explore the composition of numbers to 5. Compare weight and capacity.</p> <p>Growing 6,7,8 6,7,8 Making pairs Combining two groups Length and height Time Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Compare length</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Role play –Travel Agents boat and penguin Develop storylines in their pretend play.</p>	<p>writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Phase 3 Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>
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Foundation Stage Long Term Curriculum Planner – Reception 23-24

3- 4 years- Blue

4-5 years- Red

<p>Spring 2</p> <p>Rockets, Aliens and Space</p>	<p>Jigsaw – Healthy Me</p> <p>Exercise</p> <p>Moving and resting</p> <p>Healthy food choices</p> <p>Good sleep patterns</p> <p>Keeping clean – including teeth</p> <p>Keeping safe</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine 	<p>Use new vocabulary</p> <p>Work out problems</p> <p>Organise thinking (especially in prep to write sentences)</p> <p>Build familiarity and understanding about stories.</p> <p>Listen and participate in discussion around nonfiction texts</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Fine motor skills – continue to develop good handwriting grip.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>PE Sports Partnership, Dance – To explore and experiment with different creative movement actions in response to a theme.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency</p> <p>Use large equipment outside</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Study Space</p> <p>Look at the moon landing and Neil Armstrong</p> <p>Astronauts</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Role Play</p> <p>Space station</p> <p>Show interest in different occupations.</p> <p>Explore how things work.</p> <p>RE - The stories Jesus told.</p> <p>Good Samaritan</p> <p>The Sower</p> <p>The lost sheep</p> <p>The wise and foolish builders.</p> <p>The Easter Story</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Science investigation</p> <p>Incy Spider shelter – focus on waterproofing</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Building 9 and 10</p> <p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shape</p> <p>Pattern (2)</p> <p>Talk about and explore 3D shapes.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p>Observational drawing (Cezanne)</p> <p>Explore colour and colour mixing.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore the natural world around them.</p> <p>DT- junk modelling (rockets – individual and group)</p> <p>Join different materials and explore different textures.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Music – Musical Stories</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings</p>	<p>Aliens in Underpants</p> <p>Man on the moon</p> <p>Whatever Next</p> <p>Various nonfiction Space books</p> <p>Write descriptions</p> <p>Speech bubbles</p> <p>Space jokes</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Phase 3</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Forest School</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>
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				Talk about the differences between materials and changes they notice.		and responses. Explore and engage in music making and dance, performing solo or in groups.	Read some letter groups that each represent one sound and say sounds for them.	
Summer 1 Farms / Growing	Jigsaw <i>Relationships</i> <i>Belonging - my family</i> <i>How to make friends</i> <i>Solve problems and stay friends</i> <i>Unkind words</i> <i>Falling out and bullying</i> <i>Being a good friend</i> Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. See themselves as a valuable individual. Build constructive and respectful relationships.	Sequencing ideas, organising events Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Using language in role play	Fine motor control- Pencil control activities, handwriting activities Develop the foundations of a handwriting style which is fast, accurate and efficient. PE – Sports partnership (changes termly) Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Outdoor games like parachute Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Farms around the worlds Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things. Growing and planting vegetables Science Investigation- Plant a Sunflower Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Keeping healthy Know and talk about the different factors that support their overall health and wellbeing: • healthy eating	To 20 and Beyond Building numbers beyond 10 Counting patterns beyond ten Spatial reasoning(1) Match, rotate, manipulate Count beyond ten. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. First, then, now Adding more Taking away Spatial reasoning (2) Compose and decompose Understand the 'one more than/one less than' relationship between consecutive numbers.	Explore materials and marks Make 3D models (potato heads) Create collaboratively, sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Explore the natural world around them. Plant a seed Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. DT – design a healthy lunchbox Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Music- Big band Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning,	Oliver's Vegetables Oliver's fruit salad Jack and the beanstalk Rosie's Walk Pass the Jam Jim (Rhyming) Write instructions Write labels Making maps Use think it say it write it read it strategy Write sentences using a capital letter and full stop Act out traditional tales Form lower-case and some capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences	Visit the Park / Co-op Explore the natural world around them. Describe what they see, hear and feel whilst outside.

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3- 4 years- Blue

4-5 years- Red

	<p>Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>			<p>Farm shop role play Develop storylines in their pretend play.</p> <p>RE Special Times – prayer and Pentecost Recognise that people have different beliefs and celebrate special times in different ways.</p>		<p>refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Role play – farmers market Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>using a capital letter and full stop. Re-read what they have written to check that it makes sense. Develop storylines in their pretend play. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Draw information from a simple map.</p> <p>Phase 3 Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme. Read some letter groups that each represent one sound and say sounds for them.</p>	
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Foundation Stage Long Term Curriculum Planner – Reception 23-24 **3- 4 years- Blue** **4-5 years- Red**

<p>Summer 2</p> <p>At the Seaside</p> <p>Summer</p> <p>Pirates</p>	<p>Jigsaw <i>Changing me</i></p> <p>Bodies</p> <p>Respecting my body</p> <p>Growing up</p> <p>Growth and change</p> <p>Fun and fears</p> <p>Celebrations</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Awareness of listener’s needs.</p> <p>Conversation and turn taking</p> <p>Develop own narratives</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Fine motor control- Handwriting activities</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Gross Motor control- adventure trail and bikes</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>PE – Sports partnership (changes termly)</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Sports day practise.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing 	<p>Looking at seaside locations around Tarleton – eg Crosby, Formby and Southport</p> <p>Find them on the map</p> <p>Look at similarities and differences</p> <p>Look at seaside towns of the past (magic grandad holidays of the past)</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Study several sea creatures</p> <p>Explore the natural world around them.</p> <p>RE – Special Places – visit Holy Trinity Church and a Mosque</p> <p>Understand that some places are special to members of their community.</p> <p>Science Investigation – make your own ice-cream</p> <p>Talk about the differences between materials and changes they notice.</p>	<p><i>Find my pattern</i></p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spacial reasoning (3)</p> <p>Visualise and build</p> <p><i>On the move</i></p> <p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spacial reasoning (4)</p> <p>Mapping</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p>	<p>Clay relief using shells and other sea</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Role play –ice cream café</p> <p>Outside role play– Punch and Judy puppet show</p> <p>Making herb teas</p> <p>Making a Pirate Ship</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Rainbow fish</p> <p>Sally and the limpet</p> <p>Lighthouse keepers lunch</p> <p>The Night Pirates</p> <p>I wish I was a pirate poem by Toni Bradman</p> <p>Sea Shanty (Rhyming)</p> <p>Various seaside/pirate stories</p> <p>Nonfiction texts – rockpools, sea creatures</p> <p>Make maps</p> <p>Postcards/letters</p> <p>Write own story</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to</p>	<p>School trip – Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p>
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Foundation Stage Long Term Curriculum Planner – Reception 23-24

3- 4 years- Blue

4-5 years- Red

							<p>check that it makes sense.</p> <p>Phonics – phase 3/4</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	
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3-4 years outcomes = Blue

Reception outcomes = Red