









## Rosley CE School Reception Long Term Curriculum (and progression of skills) 2022-2023




Please note: These plans are used as a guide; we adopt a flexible approach to allow us to follow children's interests and natural curiosity.

|   | Autumn Term  |   | Spring Term   |   | Summer Term  |   |
|---|--|---|---|---|--|---|
|   | Autumn 1   | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
| <b>Subject/Study/Awe and wonder question</b>  | <b>All About Me</b>  | <b>Winter Festivals</b>   | <b>All Around the World</b>   | <b>Where We Live</b>  | <b>The Great Outdoors</b>  | <b>The Seaside</b>  |
| <b>Other Possible Themes/ Celebrations / significant days.</b>  | Ourselves, Our Families, Pets, Looking after ourselves, Our local area.<br><br>Harvest<br>World Mental Health Day  | Autumn to Winter<br><br>Bonfire night<br>Diwali<br>Remembrance Day<br>Christmas   | Chinese New Year<br>Valentine's Day<br>Shrove Tuesday<br>Lent   | World Book Day<br>Mother's Day<br>Red Nose Day<br>Easter  | Earth Day<br>Father's Day  | Transition to next school year<br>Sports Day  |
| <b>Communication and Language (C&amp;L)</b><br><br>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS/ KS1 productions, collective worship and weekly interventions. | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will be able to understand how to listen carefully and know why it is important.<br><br><b>Speaking</b><br>Children will talk in front of small groups and their teacher offering their own ideas.<br><br>Children will have developed a wider vocabulary.  | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will begin to understand how and why questions.<br><br><b>Speaking</b><br>Children will use new vocabulary throughout the day. | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will learn to ask questions to find out more.<br><br><b>Speaking</b><br>Children will talk in sentences using conjunctions, e.g. and, because. | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will retell a story and follow a story without pictures or props.<br><br><b>Speaking</b><br>Children will engage in non-fiction books and to use new vocabulary in different contexts. | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will be able to understand a question such as who, what, where, when, why and how.<br><br><b>Speaking</b><br>Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. | <b>Reception:</b><br><b>Listening, Attention and Understanding</b><br>Children will be able to have conversations with adults and peers with back-and-forth exchanges.<br><br><b>Speaking</b><br>Children will talk in sentences using a range of tenses. |
|   | <b>C&amp;L Early Learning Goal – End of EYFS (Reception)</b>   |   |   |   |  |   |
|   | <p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> |   |   |   |  |   |
| <b>Personal, Social and Emotional Development (PSED)</b><br>Children develop their personal, social and emotional skills  | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will be able to follow one step instructions.  | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will talk about how they are feeling and to consider others feelings.   | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will be able to focus during longer whole class lessons.  | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will identify and moderate their own feelings socially and emotionally.   | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will be able to control their emotions using a range of techniques.  | <b>Reception:</b><br><b>Self-Regulation</b><br>Children will be able to follow instructions of three steps or more.   |

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| <p>throughout the year through circle times, high quality diversity stories, etc.</p>    | <p>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities.</p> <p><b>Managing Self</b><br/>Children will learn to wash their hands independently.</p> <p><b>Building Relationships</b><br/>Children will seek support from adults and gain confidence to speak to peers and adults.</p> | <p><b>Managing Self</b><br/>Children will understand the need to have rules.</p> <p><b>Building Relationships</b><br/>Children will begin to develop friendships.</p>   | <p><b>Managing Self</b><br/>Children will begin to show resilience and perseverance in the face of a challenge.</p> <p><b>Building Relationships</b><br/>Children will be able to use taught strategies to support in turn taking.</p>  | <p><b>Managing Self</b><br/>Children will develop independence when dressing and undressing.</p> <p><b>Building Relationships</b><br/>Children will listen to the ideas of other children and agree on a solution and compromise.</p> | <p><b>Managing Self</b><br/>Children will manage their own basic needs independently.</p> <p>Children will learn to dress themselves independently.</p> <p><b>Building Relationships</b><br/>Children will learn to work as a group.</p>  | <p><b>Managing Self</b><br/>Children will show a 'can do' attitude.</p> <p>Children will understand the importance of healthy food choices.</p> <p><b>Building Relationships</b><br/>Children will have the confidence to communicate with adults around the school.</p> |
| <p><b>PSED Early Learning Goal – End of EYFS (Reception)</b></p> <p><b>Self-Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships:</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> |   |   |   |   |   |  |
| <p><b>Physical Development (PD)</b><br/>Specific PE sessions are taught using the Cambridge PE programme – focussed on fundamental skills.</p>   | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will learn to move safely in a space.</p> <p><b>Fine Motor</b><br/>Children will begin to use a tripod grip when using mark making tools.</p> <p>See PE planning</p>   | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will explore different ways to travel using equipment.</p> <p><b>Fine Motor</b><br/>Children will accurately draw lines, circles and shapes to draw pictures.</p> <p>See PE planning</p> | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will control a ball in different ways.</p> <p>Children will climb and balance on a variety of equipment.</p> <p><b>Fine Motor</b><br/>Children will handle scissors, pencil and glue effectively.</p> <p>See PE planning</p> | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will jump and land safely from a height.</p> <p><b>Fine Motor</b><br/>Children will use cutlery appropriately.</p> <p>See PE planning</p>                                    | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will move safely with confidence and imagination, communicating ideas through movement.<br/>Children will be able to throw and catch a large ball.</p> <p><b>Fine Motor</b><br/>Children will hold scissors correctly and cut out small shapes.</p> <p>See PE planning</p> | <p><b>Reception:</b><br/><b>Gross Motor</b><br/>Children will be able to play by the rules and develop coordination.</p> <p><b>Fine Motor</b><br/>Children will form letters correctly using a tripod grip.</p> <p>See PE planning</p>                                   |
| <p><b>PD Early Learning Goal – End of EYFS (Reception)</b></p> <p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>   |   |   |   |   |   |  |
| <p><b>Literacy</b></p>   | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will independently look at a book, hold it the correct way and turn pages.</p> <p><b>Word Reading and Writing</b></p>  | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will engage and enjoy an increasing range of books.</p> <p><b>Word Reading and Writing</b><br/>Read, Write inc</p>   | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will act out stories using recently introduced vocabulary.</p> <p><b>Word Reading and writing</b></p>  | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will be able to talk about the characters in the books they are reading.</p> <p><b>Word Reading and Writing</b></p>  | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will retell a story using vocabulary influenced by their book.</p> <p><b>Word Reading and Writing</b></p>  | <p><b>Reception:</b><br/><b>Comprehension</b><br/>Children will be able to answer questions about what they have read.</p> <p><b>Word Reading and Writing</b></p>  |

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|   | Read, Write inc   |   | Read, Write inc   | Read, write inc  | Read, write inc   | Read, write inc  |
|   | <b>Literacy Early Learning Goal – End of EYFS (Reception)</b>   |   |   |  |   |  |
|   | <p><b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> |   |   |  |   |  |
| <p><b>Phonics</b><br/>Phonics sessions will be taught using the <b>READ, WRITE INC.</b> phonics programme.</p>                              | The children will work through the Read, Write inc scheme of learning.  |   |   |  |   |  |
| <p><b>Mathematics</b><br/>Following White Rose Maths.</p>  | See Reception long term maths planning – closely linked to White Rose Maths   |   |   |  |   |  |
|   | <b>Maths Early Learning Goal – End of EYFS (Reception)</b>  |   |   |  |   |  |
|   | <p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>  |   |   |  |   |  |
| <p><b>Understanding the World (UW)</b></p>               | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will know about their own life story and how they have changed.</p> <p><i>People, Culture and Communities</i><br/>Children will know about features of the immediate environment.</p> <p><i>The Natural World</i><br/>Children will understand the terms ‘same’ and ‘different’.</p> <p><b>RE: People, Culture and Communities</b></p>  | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will know some similarities and differences between things in the past and now.</p> <p><i>People, Culture and Communities</i><br/>Children will know that there are many countries around the world.</p> <p><i>The Natural World</i><br/>Children will explore and ask questions about the natural world around them.</p> <p><b>RE: People, Culture and Communities</b></p> | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will talk about the lives of people around them and of those that have had a significant impact on the world – David Attenborough, linking to our focus text ‘Clean up’</p> <p><i>People, Culture and Communities</i><br/>Children will know that people around the world have different religions.</p> <p><b>Science: The Natural World</b><br/>Children will talk about features of the environment they are in and learn about the different environments.</p> <p><b>RE: People, Culture and</b></p> | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will talk about past and present events in their lives and what has been read to them.</p> <p><i>People, Culture and Communities</i><br/>Children will know about people who help us within the local community.</p> <p><i>The Natural World</i><br/>Children will make observations about plants in the local area discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b></p> | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will know about the past through settings and characters.</p> <p><i>People, Culture and Communities</i><br/>Children will explore the changes within our garden e.g. plants growing.</p> <p><i>The Natural World</i><br/>Children will make observations about animals discussing similarities and differences.</p> <p><b>RE: People, Culture and Communities</b></p> | <p><b>Reception:</b><br/><i>Past and Present</i><br/>Children will know about the past through settings, characters and events.</p> <p><i>People, Culture and Communities</i><br/>Children will know that simple symbols are used to identify features on a map – water, land, forest.</p> <p><i>The Natural World</i><br/>Children will know some important processes and changes in the natural world, including states of matter.</p> <p><b>RE: People, Culture and Communities</b></p> |

|  |  |  | Communities  |   |   |  |
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|  | <b>UW Early Learning Goal – End of EYFS (Reception)</b>  |  |  |   |   |  |
|  | <b>Past and Present:</b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.  |  |  |   |   |  |
|  | <b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |  |  |   |   |  |
|  | <b>The Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.   |  |  |   |   |  |
| <b>Expressive Arts and Design</b><br>Music sessions are taught using the Charanga scheme of work.<br> | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will sing and perform nursery rhymes.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will experiment mixing with colours.   | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will experiment with different instruments and their sounds.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will experiment with different textures.<br><br>EYFS & KS1 Christmas Production | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will create narratives based around stories.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will safely explore different techniques for joining materials. | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will move in time to the music.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will make props and costumes for different role play scenarios. | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will play an instrument following a musical pattern – glockenspiel.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will explore and use a variety of artistic effects to express their ideas and feelings. | <b>Reception:</b><br><b>Music: Being Imaginative</b><br>Children will invent their own narratives, stories and poems.<br><br><i>See Charanga Progression of Skills document.</i><br><br><b>Art &amp; Design: Creating with Materials</b><br>Children will share creations, talk about process and evaluate their work. |

|          | Possible visits and experiences             | Possible visitors  |
|----------|---|--|
| Autumn 1 | Walk around our school and local area       | Other class teachers/school staff/young leaders/buddies                |
| Autumn 2 | Christmas – Theatre by the Lake performance | Performing Christmas production for friends and family                 |
| Spring 1 | Chinese New Year Assembly Tullie House      | Zoom call to an international school                                   |
| Spring 2 | Stockwood or Parish Woods, visit Church     | Fancy dress day – dress as your favourite character (linking with WBD) |
| Summer 1 | Lake District Wildlife Park/Walby Farm Park | Observe changes in the Parish woods                                    |
| Summer 2 | Trip to the Lifeboat Centre Silloth         |  |
|          |   |  |

\*Current planned visits / visitors are subject to change due to availability and cost

