



Primary Curriculum 2015-16  
Year Group Long Term Plan

'Going for Gold'  
'Achieving Excellence'

Scheme of Work for: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	People who help us	Shopping and Transport	Growth	On the Farm	Stories
<b>Comm and Language</b>	<ul style="list-style-type: none"> <li>Model spoken lang: sentences</li> <li>News telling/show and tell</li> <li>.Listen/respond - story/rhyme</li> <li>.Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss people who help us/who can we help?</li> <li>. Respond to instructions</li> <li>. News/show and tell</li> <li>. Listen/join in with story/rhyme</li> </ul>	<ul style="list-style-type: none"> <li>. Maintain attention</li> <li>.Develop concentration</li> <li>. Listen/respond to stories</li> <li>. Discuss vehicles/shops</li> <li>. News/show and tell</li> <li>.Role play lang-shop</li> </ul>	<ul style="list-style-type: none"> <li>. Listen/respond to 2 part instruction.</li> <li>.Listen, join in, respond to story/rhymes.</li> <li>. News/show and tell.</li> <li>.Role play language-Garden centre.</li> </ul>	<ul style="list-style-type: none"> <li>Listen/respond to stories-key events with comments</li> <li>actions</li> <li>. Describe story characters</li> <li>. Role play-farm</li> <li>. News/show and tell</li> </ul>	<ul style="list-style-type: none"> <li>Listen/respond to stories-recall key events</li> <li>. Understand key story elements</li> <li>. Answer how/why questions in stories</li> <li>.Make up own stories</li> <li>. Role play- Bears' house.</li> </ul>
<b>Physical Dev</b>	<ul style="list-style-type: none"> <li>Hand/eye coordination</li> <li>. Outdoor-bikes/small equipment/games.</li> <li>. Gym-use of space</li> <li>. Move with confidence</li> </ul>	<ul style="list-style-type: none"> <li>Gym - travel with control, balance, climbing skills</li> <li>. Games-throw/catch</li> <li>. Healthy eating/routines</li> <li>. Hand/eye coordination.</li> </ul>	<ul style="list-style-type: none"> <li>Small apparatus /circuits-games-partners</li> <li>. Gym-apparatus</li> <li>. Fine/gross motor skills</li> <li>.Construct vehicles</li> </ul>	<ul style="list-style-type: none"> <li>. Gym</li> <li>. Games</li> <li>. Fine motor skills</li> <li>. Keeping healthy</li> <li>.Use equipment safely</li> <li>.construction, use malleable materials.</li> </ul>	<ul style="list-style-type: none"> <li>Gym ,games</li> <li>. Understand good health and exercise</li> <li>. Negotiate space safely and with control</li> <li>. Fine motor control</li> <li>. Dress/undress, manage hygiene and needs independently</li> </ul>	<ul style="list-style-type: none"> <li>Gym, games</li> <li>. Negotiate space with control</li> <li>Handle tools effectively</li> <li>. Manage own needs</li> <li>.Know about importance of a healthy diet/exercise</li> </ul>
<b>Personal, Social and Emotional</b>	<ul style="list-style-type: none"> <li>. Positive attitudes</li> <li>. Class rules/routines</li> <li>. Develop confidence</li> <li>. Develop friendships</li> <li>. Home corner</li> </ul>	<ul style="list-style-type: none"> <li>Talk about home/community inc. beliefs /celebrations</li> <li>. Discuss people who help us, my family</li> <li>. Role play - Doctors</li> </ul>	<ul style="list-style-type: none"> <li>Discuss feelings</li> <li>.My friends</li> <li>. Role play - Shop, garage outdoor.</li> <li>. Awareness of boundaries within class</li> </ul>	<ul style="list-style-type: none"> <li>Now and then-growth baby-child</li> <li>. Positive behaviour towards peers</li> <li>. Sharing/turn taking working as a group/pairs.</li> </ul>	<ul style="list-style-type: none"> <li>I can-talk about their abilities</li> <li>. Make choices -collect resources</li> <li>. Show and talk about activity preferences</li> <li>. Show awareness for others feelings</li> <li>.Care for animals</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk about behaviour</li> <li>.Playing/working in a group-cooperation</li> <li>. Talk about fav. activities and try new ones</li> <li>. Adjust behaviour to new situations</li> <li>.Show empathy for story characters</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Letters/sounds - phonic work</li> <li>. Story/rhyme-poems</li> <li>. Recognise familiar words</li> <li>. Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Letter/sounds -phonic work</li> <li>. Ascribe meaning to marks</li> <li>. H.F words/recognise familiar words</li> <li>. Story/rhymes</li> </ul>	<ul style="list-style-type: none"> <li>. Letter/sounds-phonic work</li> <li>. Story-listening/recall</li> <li>. Reading behaviour</li> <li>.H.F. words</li> <li>. Form letter/words from speech</li> </ul>	<ul style="list-style-type: none"> <li>Recall/retell stories/rhymes-describe characters/main events.</li> <li>. Letter/sounds-phonic work</li> <li>. Read /write words/simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Letters/sounds - phonic work</li> <li>. H.F.words</li> <li>. Write short sentences in context</li> <li>. Write name ,captions, labels</li> <li>. Read words, simple sentences</li> <li>.Describe story settings, events and characters</li> </ul>	<ul style="list-style-type: none"> <li>Letters/sounds -phonic work</li> <li>. Reading-group/individual</li> <li>. Write sentences using phonic knowledge and common words.</li> <li>. Sequence, and order stories</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting to 10</li> <li>. Reading numbers to 10</li> <li>. Ordering numbers to 10</li> <li>.sort/match by colour/size etc.</li> <li>. 2d shape</li> <li>. positional language</li> <li>. patterning: colour/shape</li> </ul>	<ul style="list-style-type: none"> <li>Count to 10/back</li> <li>. Recognise, order to 10</li> <li>. Addition within 10</li> <li>. Order by size</li> <li>. Name /use 2D shapes/patterns</li> <li>. Days of week - time-today, etc</li> </ul>	<ul style="list-style-type: none"> <li>Estimation</li> <li>. Count to 20/back</li> <li>.More/fewer than-one more.</li> <li>.Addition/double to 10</li> <li>. intro. subtract to 10</li> <li>. Money-shop</li> <li>.Positional language and 2/3D shape full/empty</li> </ul>	<ul style="list-style-type: none"> <li>Count to 20 beyond</li> <li>.Recognise to 20</li> <li>. Find one more/one less</li> <li>.Practical addition, subtraction</li> <li>Order/sequence events</li> <li>. Compare measures and growth</li> <li>money -garden centre</li> </ul>	<ul style="list-style-type: none"> <li>Count/order to 20</li> <li>. Say 1 more/1 less from given number.</li> <li>. Add, subtract single digit numbers</li> <li>. Sort no. of legs</li> <li>. Compare size, weight, capacity</li> <li>.Recognise, make, describe patterns</li> <li>Time -sequence events</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems- doubling ,halving and sharing</li> <li>. Add/subtract</li> <li>. 1 more from 1 to 20</li> <li>.1 less from 1 to 20</li> <li>.Say a no. more/less /greater/smaller than</li> <li>. order no.to 20</li> <li>time-0'clock/sand timers- 1/2/3 minute</li> </ul>
<b>Underst. the World</b>	<ul style="list-style-type: none"> <li>Our bodies/body parts/senses</li> <li>. Operate simple equipment</li> <li>. School walk around, take photos</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal change-Autumn/Winter</li> <li>. Occupations-visits-fire/police etc</li> <li>. ICT-remote control and computer info. retrieval</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal change-describe obs.</li> <li>. Traffic survey</li> <li>. Pictograms</li> <li>programs-ICT</li> <li>. Toy cars-push/pull/remote control.</li> <li>. Trip on tram/bus</li> <li>. Bake biscuits</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles; frog, chick, butterfly</li> <li>.Spring/change</li> <li>. Parts of a plant</li> <li>. Seed/bulb planting</li> <li>. ICT-use programs/print out.</li> </ul>	<ul style="list-style-type: none"> <li>Farm visit</li> <li>. Farm animals -types</li> <li>. Animals and their young</li> <li>. ICT-paint a picture</li> <li>. Walk around school grounds/local environment</li> </ul>	<ul style="list-style-type: none"> <li>Summer-seasonal change</li> <li>. Stories about our own lives.</li> <li>. ICT-programs, using technology for a purpose</li> <li>. Look at features of our environment</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Songs incl.-Ive got a body/Head, shoulders.</li> <li>. Dance</li> <li>. Sound making</li> <li>. Colour mix</li> <li>. Our bodies</li> <li>. Explore texture</li> </ul>	<ul style="list-style-type: none"> <li>Familiar songs/ Xmas songs</li> <li>. Dance</li> <li>. Card making-celebrations</li> <li>Construction</li> <li>. Use line, texture, shape, colour</li> <li>.Xmas craft</li> </ul>	<ul style="list-style-type: none"> <li>Use stories in role play</li> <li>. 3D structures</li> <li>. Collage</li> <li>. printing</li> <li>. Songs inc-wheels on the bus etc</li> <li>.Dance</li> <li>. Paintings of vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Make flowers</li> <li>.Observational drawings/paintings of flowers/plants</li> <li>.Dance</li> <li>. Explore instrumental sounds</li> <li>. Collage flowers</li> <li>.Easter craft</li> </ul>	<ul style="list-style-type: none"> <li>. Dance-animal movements</li> <li>.Farm drawings, paintings, collage, print, model</li> <li>. Explore ideas and use creativity through. various media</li> <li>. Use story/narrative in play</li> <li>. Animal songs</li> </ul>	<ul style="list-style-type: none"> <li>Story based illustrations</li> <li>. Paint/collage aspects from stories</li> <li>. Role play-act out stories use props</li> <li>. Use colour, line texture, modelling to create features</li> <li>. Songs,music and dance</li> </ul>