



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