



Long Term Curriculum Plan

Reception

2024 – 2026

Oct 24



Reception



Emphasising basic Literacy, Numeracy and Personal, Social & Emotional growth

In Reception, our curriculum is designed to provide children with a strong foundation in literacy, numeracy, and personal, social, and emotional development. This phase emphasises exploring the world around them and developing curiosity and confidence.

Children will gain an understanding of their local area, learning about landmarks, community roles and cultural festivals. They will explore the four seasons, weather patterns and the basics of animal habitats. This is complemented by early geography skills such as map-making and using basic technology to learn about their environment.

A love of reading and stories is at the core of the Reception curriculum, including books, songs and rhymes. Children develop phonics knowledge, enabling them to read and write simple words and sentences. Numeracy is introduced through practical activities focusing on counting, pattern recognition and the concepts of addition and subtraction.

Art, music and drama are integral to the Reception curriculum. Children will explore creative media, including drawing, painting and digital art, often inspired by artists like Mondrian and Kandinsky. They will participate in performances and collaborative art projects, fostering their confidence and self-expression.

Children will develop fine and gross motor skills through activities such as handwriting practice, gymnastics and ball games. They will learn to regulate their emotions, collaborate with peers and build resilience and perseverance through structured routines and engaging challenges.

Topics such as "When I Grow Up" encourage children to explore different occupations and dream about their future, helping them understand the value of hard work and determination.

By the end of Reception, children will have developed foundational skills in reading, writing and mathematics. They will be confident in their ability to communicate, explore their surroundings and express their creativity, ensuring they are ready to thrive in the next stage of their education.

Reception - Autumn 1a – 2024-2026

Where I Live	Key Knowledge	Key Figures	Enrichment	Parents
	<ul style="list-style-type: none"> > I know key features of my local area (House, Shop, School, Library, Park) > I know that I live in Basford / Bulwell > I know that I live in the city of Nottingham > I know the names of some local landmarks – Market Square, Nottingham Castle, Robin Hood Statue > I know some similarities and difference between my city and rural places 	Me My Family	Class Photo of Tree (for Seasons topic) Summer Bus Ride	Welcome Meeting Phonics Workshop

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music
Goldilocks and the Three Bears The Train Ride	Small Medium Large City Countryside Rural Nottingham Basford / Bulwell Park Library Shop	Detached Semi-Detached Terraced Bungalow Flat Cottage Statue Castle Market Square	I live in... My area has... This/My house has... I see a... I live with...	Create an 'All about me' box and share with the class. Retell a journey inspired by the train ride story
The Power in Me Artist of the Half Term – The Beatles				

C&L	PSED	Understanding the World	Physical Development
<ul style="list-style-type: none"> • Speak in sentences • Retells a simple story or event • Continues to extend and expand vocabulary 	<ul style="list-style-type: none"> • Demonstrates a 'have a go' attitude • Begin to control their feelings and emotions • Follow school routines • Can take turns using equipment with their peers • SCARF – Me and My Relationships 	<ul style="list-style-type: none"> • Notice and talk about similarities and differences in the class • Talk about their personal history • Talk about their school community and their home community • Draw simple maps to represent their local area • Discovery RE – Special People (Christianity/Judaism) 	<ul style="list-style-type: none"> • Explore a variety of ways to move and balance their body with increasing control • Introduction to PE – moving, stopping, travelling • Practise using tweezers and chunky paint brushes • Can adapt to a correct pencil grip with an adults guidance • Begins to form letters correctly

Literacy	Mathematics							Expressive Arts & Design
<ul style="list-style-type: none"> • Know set 1 sounds • Read initial sounds • Say initial sounds and begin to write these • Orally blend words with support • Can retell familiar stories and rhymes 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	<ul style="list-style-type: none"> • Use vocabulary linked to the skill focus for the half term to talk about what and how they have created • Begin to plan their own ideas to create 3d models of their houses and buildings in local area • Use pictures and examples as inspiration for their own ideas • Say what they have made listing items they have used • Be confident to sing familiar songs as a class group
	Getting to Know You	Match, Sort and Compare	Match, Sort and Compare	Talk about measure and patterns	Talk about measure and patterns	It's Me 1,2,3	It's Me 1,2,3 continued	
		<ul style="list-style-type: none"> • Match Objects • Match Pictures and Objects • Identify a Set • Sort objects to a type • Intro to Counting collections 	<ul style="list-style-type: none"> • Exploring Sorting Techniques • Create sorting rules X2 • Compare amounts • Counting collections 	<ul style="list-style-type: none"> • Compare Size • Compare Mass • Compare Capacity • Recap • Counting collections 	<ul style="list-style-type: none"> • Explore simple patterns • Copy and continue simple patterns • Create simple patterns • Counting collections 	<ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1,2 and 3 • Represent 1, 2 and 3 • 1 more • Counting collections 	<ul style="list-style-type: none"> • 1 more (recap) • 1 less • 1 less (recap) • Composition of 1, 2 and 3 • Counting collections 	

Reception – Autumn 1b – 2024-2026

Beats	Key Knowledge	Key Figures	Enrichment	Parents
	› I know how to follow a simple beat and rhythm › I know a variety of instruments and that they make different sounds › I know a variety of different instruments	STOMP!	Class Photo of Tree (for Seasons topic) Winter	

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music
The Diddle that Dummed	Tune Beat Pitch Rhythm Instrument (instrument names) High Low	It is.... I can hear.... The beat is.... The rhythm is.....	Retelling sections of the story Repeating rhythms and innovating our own	The Power in Me Artist of the Half Term – The Beatles

Reception - Autumn 2 – 2024-2026

Key Knowledge		Key Figures	Enrichment	Parents
Colours	<ul style="list-style-type: none"> > I know the primary colours > I know how to make secondary colours > I know different light sources > I can name and recall facts about festivals of light > I can retell simple stories 	Piet Mondrian Kandinsky Jackson Pollock	Colour-mixing Day Class Photo of Tree (for Seasons topic) Autumn	Christmas Performance

Communication & Language

Texts	Vocabulary		Stem Sentences	Oracy	Music
Shark in the Dark Monsters Love Colours	Primary Secondary Mix Dark Light Bright Pale	Transparent Translucent Opaque Illuminate Shadow Shade	... and...makes Mix... and ... makes... I have made... The light is... What's that... in the dark?	Retelling and rehearsing: Shark in the Dark A Shark in the Snow Monsters Love Colours Plus innovating stories to retell	Artist of the Half Term - Mozart Christmas Production Songs

C&L	PSED	Understanding the World	Physical Development
<ul style="list-style-type: none"> • Ask a question to find what they need eg. Where is my coat? • Begins to uses tenses accurately to describe what they have seen/are doing • Continues to extend and expand vocabulary 	<ul style="list-style-type: none"> • Experiment with new equipment and ways of working • Recognise how they and others are feeling linked to zones of regulation • Share equipment with a partner • SCARF – Valuing differences 	<ul style="list-style-type: none"> • Notice and talk about processes including light and dark, colour mixing and shadows • Talk about a significant figure – Kandinsky/Pollock • Talk about festivals of colour inc. Diwali, bonfire night and Christmas • Discovery RE – Christmas (Christianity) 	<ul style="list-style-type: none"> • Explore a variety of ways to move and balance their body with control • Fundamental movements – changing direction, balancing, jumping, landing, hopping, landing with control, travelling • Uses a correct pencil grip • Begins to form letters correctly • Practises using scissors and punches correctly

Literacy	Mathematics							Expressive Arts & Design
<ul style="list-style-type: none"> • Write initial sounds independently • Orally blend independently • Read CVC words with support • Write CVC words with support • Retell familiar stories with own innovations 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Skill focus: Painting <ul style="list-style-type: none"> • Use vocabulary linked to the skill focus for the half term to talk about what and how they have created • Use a variety of different media and resources to experiment mixing colours • Explain how to mix colours to make new colours • Express a simple opinion why they have chosen a specific media/colour • Perform in a Christmas performance to parents
	Circles and Triangles <ul style="list-style-type: none"> •Identify and names circles and triangles •Compare circles and triangles •Shapes and the environment •Describe position •Counting collections 	1, 2, 3, 4, 5 <ul style="list-style-type: none"> •Find 4 and 5 •Subitise 4 and 5 •Represent 4 and 5 •1 more •Counting collections 	1, 2, 3, 4, 5 <ul style="list-style-type: none"> •1 less •1 more and 1 less (recap) •Composition of 4 and 5 •Composition of 1 to 5 •Counting collections 	Shapes with 4 Sides <ul style="list-style-type: none"> •Identify and name shapes with 4 sides •Combine shapes with 4 sides •Shapes in the environment •My day and night Counting collections 	Alive in 5 <ul style="list-style-type: none"> •Introduce 0 •Find 0 to 5 •Subitise 0 to 5 •Represent 0 to 5 •Counting collections 	Alive in 5 <ul style="list-style-type: none"> •1 more •1 less •Composition •Conceptual Subitising to 5 •Counting collections 	Recap	

Reception – Spring 1 – 2024-2026

Growing & Living	Key Knowledge	Key Figures	Enrichment	Parents
	› I know how to look after my teeth › I know which foods are good for me › I know that moving is good for me › I know the names of simple body parts	Dr. Ranj Singh	Breadmaking Fruit and Vegetable Tasting Anansi Theatre Company	Sharing & Tasting Event

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music
Little Red Hen The Very Hungry Caterpillar Let's Brush our Teeth	Brush Sugar Simple Body Parts Names Healthy Thrive	Mix Dough Yeast Bake	First... Next... Always... You must... Retell original and innovated Little Red Hen stories Retell teeth brushing instructions	Heads, Shoulders, Knees & Toes Artist of the Half Term - Beyonce

C&L	PSED	Understanding the World	Physical Development
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<ul style="list-style-type: none"> Listens and retells what a partner says with support Extends sentences using conjunctions eg. and, but, because Continues to extend and expand vocabulary 	<ul style="list-style-type: none"> Maintain their focus on an activity for an extended period of time Suggest ways they can self-regulate Take on adult guidance to solve problems with a friend SCARF – Keeping Safe 	<ul style="list-style-type: none"> Notice and talk about processes including healthy bodies, teeth and cooking Name and talk about different foods linked to different cultures Make bread Use maps on iPads to embed topic knowledge Discover RE – Celebrations (Hinduism) 	<ul style="list-style-type: none"> Gymnastics – shapes, balances, jumps, rocking, rolling, travelling Uses a correct pencil grip Begins to form letters correctly – focus on anticlockwise movements Practise using cutlery and rolling equipment correctly Practise using tooth brushes
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Literacy	Mathematics						Expressive Arts & Design
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<ul style="list-style-type: none"> Write CVC words independently Read CVC words independently Read short phrases with support Know Set 1 special friends Recall specific information e.g. recipes, ingredients Follow recipes 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Skill focus: Digital art <ul style="list-style-type: none"> Use vocabulary linked to the skill focus for the half term to talk about what and how they have created Use pictures and examples as inspiration for their own ideas Evaluate their creations and say how it might be improved Retell innovated stories to an audience
	Mass and Capacity <ul style="list-style-type: none"> Compare Mass Find a Balance Explore Capacity Compare Capacity Counting collections 	Growing 6, 7 and 8 <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Counting collections 	Growing 6, 7 and 8 <ul style="list-style-type: none"> Composition of 6, 7 and 8 Make pairs, odd and even Double to 8 (find a double) Double to 8 (make a double) Counting collections 	Growing 6, 7 and 8 <ul style="list-style-type: none"> Combine two groups Conceptual subitising Length, Height and Time Explore Length Compare Length 	Length, Height and Time <ul style="list-style-type: none"> Explore Height Compare Height Talk about Time Order and Sequence Time Counting Collections 	Building 9 and 10 <ul style="list-style-type: none"> Find 9 and 10 Compare Numbers to 10 3 Represent 9 and 10 Conceptual Subitising to 10 Counting Collections 	

Reception – Spring 2 – 2024-2026

Reception – Spring 2 – 2024-2026				
	Key Knowledge	Key Figures	Enrichment	Parents
Seasons	<ul style="list-style-type: none"> › I know that there are 4 seasons and can name them in order › I know the key features of each season › I know that the weather is linked to seasons › I know different types of weather › I know what plants need to grow › I know the Easter story and that it is a Christian celebration 	<p style="text-align: center;">Wangari Maathai</p> <p style="text-align: center;">Rachel Bottomley</p>	<p>Park Visit</p> <p>Class Photo of Tree (for Seasons topic) Spring</p>	<p>Class Assemblies</p>

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music		
<p>Jack & The Beanstalk</p> <p>Spring Poetry</p> <p>The Easter Story</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black;"> Season Spring Summer Autumn Winter Weather Sun Rain Snow Wind </td> <td style="width: 50%;"> Warm Cold Easter Jesus Cross Christian Celebration </td> </tr> </table>	Season Spring Summer Autumn Winter Weather Sun Rain Snow Wind	Warm Cold Easter Jesus Cross Christian Celebration	<p>In spring I can see...</p> <p>I know it is [season] because...</p> <p>Plants need... because...</p> <p>First... Then... Next... Finally</p>	<p>Retelling Jack and the Beanstalk – record themselves</p> <p>Generating vocab and innovating Poetry – retelling</p> <p>Discussing and sequencing Easter story</p>	<p>Seasons Song</p> <p>Artist of the Half Term – Stevie Wonder</p>
Season Spring Summer Autumn Winter Weather Sun Rain Snow Wind	Warm Cold Easter Jesus Cross Christian Celebration					

C&L	PSED	Understanding the World	Physical Development
<ul style="list-style-type: none"> Asks a simple, relevant question to find out more information Uses tenses accurately to describe what has happened and will happen in different seasons Continues to extend and expand vocabulary 	<ul style="list-style-type: none"> Willing to repeat a previously difficult challenge Recognise the consequences of their behaviour Be an active listener with a partner 	<ul style="list-style-type: none"> Notice and talk about natural changes in the environment around us, growing and plants and seasons Talk about a significant person from history – William Wordsworth Talk about Easter and the Christian Easter story 	<ul style="list-style-type: none"> Dance – travelling, copying and performing actions, co-ordination Uses a correct pencil grip Begins to form letters correctly – focus on anticlockwise movements Practise using scissors, finer paintbrushes correctly

Literacy	Mathematics						Expressive Arts & Design
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<ul style="list-style-type: none"> Write simple captions e.g. 'the cat' Read short captions Read individual CVC words with fluency Retell and talk about simple poems Know 3 set 2 sounds - ay, ee, oo 	<p style="text-align: center;">Building 9 and 10</p> <ul style="list-style-type: none"> Composition to 10 1 more 1 less Bonds to 10 (2 parts) Counting Collections 	<p style="text-align: center;">Building 9 and 10</p> <ul style="list-style-type: none"> Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Counting Collections 	<p style="text-align: center;">Building 9 and 10</p> <ul style="list-style-type: none"> Explore Even and Odd Explore 3D Shapes Recognise and Name 3D Shapes 3D Shapes in the Environment Find 2D Shapes Within 3D Shapes Counting Collections 	<p style="text-align: center;">Explore 3D Shapes</p> <ul style="list-style-type: none"> Use 3D Shapes for Tasks Identify More Complex Patterns Copy and Continue Patterns Patterns in the Environment Counting Collections 	<p style="text-align: center;">Consolidation</p>	<p style="text-align: center;">Consolidation</p>	<p>Skill focus: Drawing</p> <ul style="list-style-type: none"> Use vocabulary linked to the skill focus for the half term to talk about what and how they have created Look closely at objects/pictures to notice shapes to draw to create a similar image Use pictures and examples as inspiration for their own ideas Paint using finer brushes and watercolour paint to create detail Use what they know about colour mixing to create new colours Perform poetry and spring songs to an audience

Reception – Summer 1 – 2024-2026

Wildlife	Key Knowledge	Key Figures	Enrichment	Parents
	› I know a variety of different animals › I know the difference between fish, birds, mammals › I know that animals live in different places › I know some animals are endangered › I know where key animals live in the world	David Attenborough Jane Goodall	Zoo or Animal Trip	An Animal Celebration

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music
Monkey Puzzle You're Called What?	Creature Habitat Jungle Nest Woodland Desert Sea & River Pond Mountain Endangered	Mammal Fish Bird I know it's a ... because... A... lives in... [conjunctions: but, and, because, so]	Retelling an innovated story	Circle of Life / Hakuna Matata Artist of the Half Term – John Williams

C&L	PSED	Understanding the World	Physical Development
<ul style="list-style-type: none"> Be an active listener independently Extends sentences using conjunctions eg. and, but, because Continues to extend and expand vocabulary 	<ul style="list-style-type: none"> Be proud of how they have accomplished something More able to manage their feelings in which their wishes cannot be met Solve simple conflict SCARF – Being my Best 	Children will be able to: <ul style="list-style-type: none"> Name and talk about animals Talk about key figures David Attenborough and Jane Goodall Notice key similarities and differences between animals Draw simple maps E-Safety – Digi Duck/Internetmatters.org - appropriate content and screen time Discovery RE – Storytime (Christianity, Islam, Hinduism, Sikhism)	<ul style="list-style-type: none"> Ball skills – rolling and stopping a ball, throwing at a target, bouncing, kicking, dribbling ball with feet Practise using a variety of tools including fine paint brushes Form anticlockwise letters with more accuracy

Literacy	Mathematics					Expressive Arts & Design
<ul style="list-style-type: none"> Write simple sentences with adult support Recall facts using newly acquired vocabulary Read simple sentences Know 5 set 2 sounds 	Week 1	Week 2	Week 3	Week 4	Week 5	Skill focus – collage <ul style="list-style-type: none"> Use vocabulary linked to the skill focus for the half term to talk about what and how they have created Use recycled materials for their creations and explain why they are using them Use pictures and examples as inspiration for their own ideas Plan their own ideas for their own projects Make decisions how they could change and make their creative media better Perform with instruments to an audience
	To 20 and Beyond	To 20 and Beyond	To 20 and Beyond	Manipulate, Compose and Decompose	Manipulate, Compose and Decompose	
	<ul style="list-style-type: none"> Build Numbers Beyond 10 (10-13) – 2 Lessons Continue Patterns Beyond 10 (10-13) 2 Lessons Counting Collections 	<ul style="list-style-type: none"> Build Numbers Beyond 10 (14-20) – 2 lessons Continue Patterns Beyond 10 (14-20) - 2 Lessons Counting Collections 	<ul style="list-style-type: none"> Verbal Counting Beyond 20 Verbal Counting Patterns Consolidation – 2 lessons Counting Collections 	<ul style="list-style-type: none"> Select Shapes for a Purpose Rotate Shapes Manipulate Shapes Arrange Shape Arrangements Counting Collections 	<ul style="list-style-type: none"> Compose Shapes Decompose Shapes Copy a 2D Shape Picture Find 2D Shapes Within 3D Shape Counting Collections 	

Reception – Summer 2 – 2024-2026

When I Grow Up	Key Knowledge	Key Figures	Enrichment	Parents
	<ul style="list-style-type: none"> > I know the names of different jobs > I know where they work > I know what they do > I know what I might like to do when I am older > I know that anyone can do any job if they work hard and don't give up (DEI) 	Range of people from different roles/jobs Mae Jemison Malala Yousafzai	Science Workshop	

Communication & Language

Texts	Vocabulary	Stem Sentences	Oracy	Music	
Koala Who Could Small's Big Dreams What Jobs Could You Do? Clothesline Clues to Jobs People Do	Ambition Occupation Job Career Grow up	University Determined Resilience Qualifications	I want to be... To be a.... I need to be good at.... work in a	Talk about different occupations and what they do Interview people in different careers	When I Grow Up – Time Minchin This is Me Half term of the Half Term – K Pop

C&L	PSED	Understanding the World	Physical Development
<ul style="list-style-type: none"> • Hold a back and forth conversation in a range of situations and ask appropriate questions • Confidently express ideas, explanations and feelings in full sentences using correct tenses and conjunctions • Uses a wide range of vocabulary in their conversation 	<ul style="list-style-type: none"> • Be courageous, resilient and persevere when faced with adversity • Regulate behaviour accordingly • Confidently work co-operatively with their peers • SCARF – Growing and Changing 	<ul style="list-style-type: none"> • Talk about some important processes and changes in the natural world around them. • Talk about the different cultural communities that make up our school and the wider world around us. • Talk about wider historic events and people. • Children will be able to: • Name and talk about different occupations • Suggest what job they would like and why • Talk about significant figures in different jobs • Use appropriate apps on Ipads to embed topic knowledge • Discovery RE – Special Places (Christianity, Islam, Judaism) 	<ul style="list-style-type: none"> • Confidently in control of their bodies in a range of situations • Games – running, balancing, changing direction, striking a ball, throwing • Use a variety of tools competently independently such as fine paint brushes, cutlery and scissors • Write letters, most of which are correctly formed

Literacy	Mathematics								Expressive Arts & Design
<ul style="list-style-type: none"> • Write simple sentences independently • Read simple sentences with increasing fluency and accuracy • Confident to talk about and retell stories and poems using newly acquired vocabulary • Know set 2 sounds 	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Skill focus –printing <ul style="list-style-type: none"> • Plan and innovate their own ideas using creative media • Talk about how they have created their work and how they might improve it • Perform a range of songs, stories, instruments with others to an audience
	How Many Now <ul style="list-style-type: none"> •Add More •How Many Did I Add? •Take Away •How Many Did I Take Away? •Counting Collections 	Sharing and Grouping <ul style="list-style-type: none"> •Explore Sharing •Sharing •Explore Grouping •Grouping •Counting Collections 	Sharing and Grouping <ul style="list-style-type: none"> •Recap – Odd and Even •Even and Odd Sharing •Play with and Build Doubles – 2 Lessons •Counting Collections 	Visualise, Build and Map <ul style="list-style-type: none"> •Identify Units of Repeating Patterns •Create own pattern rules •Explore own pattern rules •Replicate and Build Scenes and Constructions •Counting Collections 	Visualise, Build and Map <ul style="list-style-type: none"> •Visualise from Different Positions •Describe Positions •Give Instructions to Build •Explore Mapping •Counting Collections 	Visualise, Build and Map <ul style="list-style-type: none"> •Represent Maps with Models •Create own maps from familiar Places •Create own maps from plans and story situations – 2 lessons •Counting Collections 	Make Connections <ul style="list-style-type: none"> •Deepen Understanding •Patterns and Relationships •Counting •Collections Consolidation 	Consolidation	