

# Manland Primary School-Long Term Curriculum Plan

## Overview of Skills-Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Topic/Theme	All About Me (Building in chn's choice of topics)		Traditional Stories (Building in chn's choice of topics)		World Around Us (Building in chn's choice of topics)	
British Values Focus	The Rule of Law -Why do we have rules?	Democracy. Why do we vote? How can we have our say in school?	Tolerance of those of different faiths and beliefs. I accept you, you accept me.	Individual liberty. Free to be me, free to be you.	Mutual respect. How do we get on, even if we disagree?	Self-Respect Looking after myself
PSED	<ul style="list-style-type: none"> <li>- Develop relationships</li> <li>- Follow rules and know that behaviour has consequences</li> <li>- Share resources and space with others</li> <li>- Build self confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Choose new activities independently</li> <li>- Adjust behaviour to new situations</li> <li>- Work as part of a group</li> <li>- Ask questions</li> <li>- Initiate conversations</li> </ul>	<ul style="list-style-type: none"> <li>- Choose resources and tidy away independently</li> <li>- Secure relationships</li> <li>- Ask for help when needed</li> <li>- Take turns with others</li> <li>- Be confident to speak about themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt resources where needed</li> <li>- Be confident to speak in a group and share ideas</li> <li>- Negotiate to solve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>- Work co-operatively</li> <li>- Talk about the feelings and behaviour of themselves and others</li> <li>- Explain knowledge and understanding</li> </ul>	<ul style="list-style-type: none"> <li>- Work as part of a class</li> <li>- Take account of one another's ideas about how to organise an activity</li> <li>- Show sensitivity to the feelings and needs of others</li> <li>- Transition/moving on</li> </ul>
CL	<ul style="list-style-type: none"> <li>- Listen and respond 1:1</li> <li>- Listen in a small group</li> <li>-Follow simple instructions</li> <li>-Beginning to understand how and why questions</li> <li>-Explore the sound of new words</li> <li>-Talk about the present and begin to use a range of tenses when retelling</li> <li>-Use words to connect ideas</li> <li>-Question things around them and begin to give explanations</li> <li>-Use vocabulary linked to their own experiences</li> <li>-Use talk to pretend that objects are something else</li> </ul>	<ul style="list-style-type: none"> <li>- Actively take part in conversation</li> <li>- Maintain attention</li> <li>- Concentrate and sit quietly</li> <li>- Make comments and ask questions about stories</li> <li>-Introduce a story or narrative into their play</li> <li>-Link statements and stick to a main theme</li> <li>-Use talk to organise, sequence and clarify</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to others appropriately</li> <li>- Answer 'how' or 'why' questions about a story</li> <li>- Follow more complex instructions</li> <li>-Follow instructions with several parts</li> <li>-Follow a story without pictures or props</li> <li>-Use language to imagine and create roles</li> </ul>	<ul style="list-style-type: none"> <li>-Listen attentively</li> <li>-Anticipate key events and predict endings of stories</li> <li>-Answer how and why questions</li> <li>-Add detail when speaking</li> <li>-Express themselves effectively, showing an awareness of the listener</li> </ul>	<ul style="list-style-type: none"> <li>-Listen in larger group activities, such as, assemblies</li> <li>-Have sustained concentration</li> <li>-When talking, use the past, present and future forms accurately</li> <li>-Develop their own narratives and explanations, connecting ideas as they speak</li> <li>-Ask for clarification when needed</li> </ul>	<ul style="list-style-type: none"> <li>-Follow instructions in a range of situations accurately</li> <li>-Make changes to language and non-verbal features depending on the listener</li> <li>-Imagine and talk about different possibilities</li> <li>-Use a broad range of vocabulary to add information, express ideas or to explain and justify actions</li> </ul>
PD	<ul style="list-style-type: none"> <li>- Toilet independently</li> <li>-Eat their snack and lunch with others</li> <li>-Move freely with confidence in a range of ways</li> <li>-Observes the effect of activity on their bodies</li> <li>-Find and use a space safely</li> <li>-Run skilfully and negotiate space</li> </ul>	<ul style="list-style-type: none"> <li>- Toilet independently</li> <li>-Take care of own hygiene accurately</li> <li>-Begin to use scissors</li> <li>-Copy movements</li> <li>-Suggest own ways of moving</li> <li>-Move in different directions</li> </ul>	<ul style="list-style-type: none"> <li>- Toilet independently</li> <li>-Use scissors effectively</li> <li>-Negotiate space when moving in different ways</li> <li>-Travel with confidence over and under equipment</li> <li>-Throw with increasing control</li> </ul>	<ul style="list-style-type: none"> <li>- Toilet independently</li> <li>-Follow instructions</li> <li>-Join in with dances</li> <li>-Safely negotiate space in a range of situations</li> <li>-Handle a range of tools effectively and with control</li> <li>-Talk about ways to keep healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>-Show good control and coordination with large and small movements</li> <li>-Hop and skip in time to music</li> <li>-Use the correct pencil grip to control letter size</li> <li>-Fasten buttons and try to fasten laces</li> </ul>	<ul style="list-style-type: none"> <li>-Follow instructions to play a range of group games</li> <li>-Suggest how others could stay healthy</li> <li>-Talk about how to stay healthy and safe</li> </ul>

	<ul style="list-style-type: none"> <li>-Dresses with help</li> <li>-Hold pencil between thumb and two fingers</li> <li>-Copy letters</li> <li>-Explore different ways of moving</li> <li>-Catch a large ball</li> <li>-Show preference for a dominant hand</li> <li>-Begin to form recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>-Building upper body strength</li> <li>-Show increasing control when forming recognisable letters</li> <li>-Travel with confidence over balancing equipment</li> <li>-Jump off an object and land safely</li> <li>-Follow rules when playing simple games</li> </ul>	<ul style="list-style-type: none"> <li>-Building upper body strength</li> <li>-Know what a healthy meal is</li> <li>-Dresses independently</li> </ul>	<ul style="list-style-type: none"> <li>-Knows why healthy meals are important</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about others and how they stay healthy</li> </ul>	
L	<ul style="list-style-type: none"> <li>- Enjoy stories, poems, rhymes and non-fiction books</li> <li>- Hear and say initial and final sounds</li> <li>- Orally blend and segment</li> <li>-Write their name</li> <li>-Give meaning to marks</li> <li>-Tell others what happens in a story</li> <li>-Label a picture</li> <li>- Use letters to communicate and represent the sounds I hear</li> <li>-Identify rhyming words</li> <li>- <i>Phase 1 L&amp;S recap</i></li> <li>- <i>Phase 2 L &amp;S</i></li> </ul>	<ul style="list-style-type: none"> <li>- Name and sound the letters of the alphabet</li> <li>- Begin to write letters</li> <li>- Blend sounds to read CVC words with picture cues</li> <li>- Write my name with more accuracy</li> <li>-Suggest ideas for group stories</li> <li>-Represent sounds in CVC words</li> <li>-Tell others the meaning of my marks</li> <li>- <i>Phase 2 L&amp;S</i></li> </ul>	<ul style="list-style-type: none"> <li>- Continue to write CVC words to match spoken sounds</li> <li>-Represent sounds in sequence</li> <li>- Write lists, captions, labels</li> <li>-Begin to write sentences</li> <li>-Write for a purpose e.g. to describe</li> <li>- Read simple sentences</li> <li>- <i>Phase 3 L&amp;S/Phase 2 recap</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write rhyming words</li> <li>-Begin to write in sentence like structures with CVC words and tricky words</li> <li>-Read my writing back to others</li> <li>- Read using tricky words, phonemes, digraphs &amp; context</li> <li>- <i>Phase 3 L&amp;S</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write for a purpose</li> <li>-Write sentences and begin to use features such as finger spaces, full stops and capital letters</li> <li>-Read words with more than one syllable</li> <li>- Read and understand simple sentences using phonic knowledge to decode and read tricky words aloud</li> <li>- Demonstrate understanding of what they have read when discussing with others e.g. main events</li> <li>- <i>Phase 3 L&amp;S</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write sentences that can be read by themselves and others</li> <li>- Use sentences to write simple stories and poems</li> <li>-Spell tricky words accurately</li> <li>-Begin to use the features of a story in my own writing</li> <li>- Follow text in the environment</li> <li>- <i>Phase 4 L&amp;S</i></li> </ul>
M	<ul style="list-style-type: none"> <li>- Count to 10</li> <li>- Count objects</li> <li>-Recognise Numbers</li> <li>- Recognise and create patterns</li> <li>- Use size vocabulary– height and length</li> <li>-Write numerals</li> <li>-Order Numbers</li> </ul>	<ul style="list-style-type: none"> <li>- One more, one less</li> <li>- Name 2D shapes</li> <li>- Begin to count to 20</li> <li>-Describe the position of objects</li> <li>-Match numerals to objects</li> </ul>	<ul style="list-style-type: none"> <li>- Measure objects and compare lengths</li> <li>-Use money vocabulary</li> <li>-Add two amounts</li> <li>-Order numbers</li> <li>-Subtract objects</li> <li>-Count to 20</li> <li>-Estimate</li> </ul>	<ul style="list-style-type: none"> <li>-Represent maths through mark making</li> <li>-Use time vocabulary</li> <li>-Name 3D shapes</li> <li>-Record addition</li> <li>-Begin to count backwards from 10 and 20</li> </ul>	<ul style="list-style-type: none"> <li>- Count aloud in 2s and 10s</li> <li>- Recognise &amp; order numerals to 20</li> <li>-One more and one less up to 20</li> <li>- Number problem solving</li> <li>- Double and Halve numbers</li> <li>-Describe 2D and 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Count aloud in 5s</li> <li>-Talk about and compare capacity</li> <li>-Add and subtract two single digit numbers</li> <li>-Share into equal groups</li> <li>-Estimate, measure and weigh objects</li> </ul>
UW	<ul style="list-style-type: none"> <li>-Show interest in the lives of the people around them</li> <li>-Talk about significant events in their own lives</li> <li>-Shows interest in different jobs and ways of life</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about own family customs and routines</li> <li>-Talk about themselves</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about own family customs and what they enjoy about them</li> <li>-Talk about themselves and what makes them the same and different to others</li> </ul>	<ul style="list-style-type: none"> <li>-Chn can tell others about differences between themselves and others</li> <li>-Understand that different families have different traditions</li> <li>-Talk about the features of their environment and how this</li> </ul>	<ul style="list-style-type: none"> <li>-Chn can talk about their own past</li> <li>-Chn know that people have different beliefs, attitudes, customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>-Chn can say why people's lives were different in the past</li> <li>-Chn know why it is important to treat everyone with respect</li> <li>-Know that the environment can be influenced by human activity</li> </ul>

	<ul style="list-style-type: none"> <li>-Know what makes them unique - Comment and ask questions about the world around them</li> <li>-Talk about things they have observed about the environment, things they have found and things they have seen</li> <li>Develop an understanding of growth, decay and changes over time</li> <li>Show care and concern for the environment</li> </ul>		<ul style="list-style-type: none"> <li>-Look closely at similarities, differences, patterns and change</li> <li>-Talk about the features of their environment</li> <li>-Make observations of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>is different to other environments</li> <li>-Talk about change</li> </ul>	<ul style="list-style-type: none"> <li>-Know the properties of some materials and what they could be used for</li> <li>-Talk about scientific concepts e.g. floating, sinking, experimentation</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about things people can do to maintain the area they live in</li> </ul>
UW Technology	<ul style="list-style-type: none"> <li>-Know how to operate simple equipment</li> <li>-Show an interest in technological toys</li> <li>-Make toys work by pressing or lifting parts</li> <li>-esafety</li> </ul>	<ul style="list-style-type: none"> <li>-Program toys</li> <li>-Use tools on the interactive whiteboard</li> <li>-Know that information can be retrieved from computers</li> <li>-complete simple programmes on an ipad</li> </ul>	<ul style="list-style-type: none"> <li>-Complete a simple program on a computer</li> <li>-Use ICT hardware to interact with age appropriate computer software</li> <li>-esafety</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise that a range of technology is used in homes and schools</li> <li>-Select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Find out about and use a range of everyday technology</li> <li>-Talk about how to stay safe on the computer</li> <li>-Type own name</li> <li>-esafety</li> </ul>	<ul style="list-style-type: none"> <li>-Use computer tools with increased control and accuracy</li> <li>-Select appropriate applications that support an identified need</li> </ul>
EAD	<ul style="list-style-type: none"> <li>Use tools and understand their purposes</li> <li>Mix paint to explore how colours can be changed</li> <li>Sing songs and make up their own songs</li> <li>Construct using a variety of resources</li> <li>Develop preferences of forms of expression</li> <li>Use movement to express feelings and in response to music</li> <li>Engage in role play based on their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tools and materials to create a planned effect</li> <li>Use tools with increasing accuracy</li> <li>Introduce a storyline or narrative into their own play</li> <li>Play alongside others who are engaged in the same theme</li> </ul>	<ul style="list-style-type: none"> <li>Build a repertoire of songs</li> <li>Explore the different sounds of musical instruments</li> <li>Construct with a purpose in mind</li> <li>Select appropriate resources to shape, assemble and join materials</li> <li>Play cooperatively as part of a group to develop and act out a narrative</li> </ul>	<ul style="list-style-type: none"> <li>Design own representations of events, people and objects</li> <li>Combine movements to express themselves and respond</li> <li>Choose colours for a purpose</li> <li>Adapt work where necessary</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs, make music and dance</li> <li>Experiment with ways of changing songs and dances</li> <li>Use a range of tools safely and experiment with how to use them effectively</li> <li>Produce artwork using materials and media in original ways</li> <li>Represent their own ideas, thoughts and feelings through D and T, Art, Music, Dance and Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions about how media and materials can be combined and changed</li> <li>Talk about the ideas and processes they have used</li> <li>Recognise differences between their own and others work</li> <li>Tell people the strengths of others work</li> </ul>
Cooking	Mixing and measuring	Chopping using a bridge cut	Salt dough Gingerbread men		Chopping using a bridge cut Peeling vegetables	
School Trip		School Pantomime	Chinese Dance workshop		Mead Open Farm	
Other Key Events or Visitors		Nativity Christmas Christingle	Chinese New Year	Ducklings Easter Mother's Day JUMP! Easter story		Father's Day Sports Day JUMP! Places of worship- Church