



Manland Primary School-Long Term Curriculum Plan



Reception Curriculum Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<ul style="list-style-type: none"> -Jigsaw: Being me in my world -Understand how it feels to belong and that we are similar and different. -Start to recognise and manage my feelings. -Work together and consider other people's feelings. -Understand why it is good to be kind and use gentle hands. -Understand children's rights and this means we should all be allowed to learn and play. -Explore what being responsible means. -Develop relationships -Develop independence and self-help skills - Follow rules and know that behaviour has consequences 	<ul style="list-style-type: none"> - Jigsaw: Celebrating differences -Understand that being different makes us all special. -Identify something I am good at and understand everyone is good at different things. -Know we are all different but the same in some ways. -Say why I think my home is special to me. -Say how to be a kind friend. -Explore which words to use to stand up for myself when someone says or does something unkind. -Choose new activities independently. -Adjust behaviour to new situations. -Work as part of a group. -Ask questions. -Initiate conversations. 	<ul style="list-style-type: none"> - Jigsaw: Dreams and goals -Understand that if I persevere I can tackle challenges. -Talk about a time I didn't give up until I achieved my goal. -Set a goal and work towards it. -Use kind words to encourage people. -Understand the link between what I learn now and job I might like to do when I'm older. -Say how I feel when I achieve a goal and know what it means to feel proud. -Choose resources and tidy away independently. -Secure relationships. -Ask for help when needed. -Take turns with others. -Be confident to speak about themselves. 	<ul style="list-style-type: none"> -Jigsaw: Healthy me -Understand that I need to exercise to keep my body healthy. -Understand how moving and resting are good for my body. -Explore which foods are healthy and not so healthy and can make healthy eating choices. -Discuss how I help myself go to sleep and understand why sleep is good for me. -Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. -Discuss what a stranger is and how to stay safe if a stranger approaches me. -Be confident to speak in a group and share ideas. -Negotiate to solve conflicts. 	<ul style="list-style-type: none"> -Jigsaw: Relationships -Identify some of the jobs I do in my family and how I feel like I belong. -Say how to make friends to stop myself from feeling lonely. -Say of ways to solve problems and stay friends. -Understand the impact of unkind words. -Use Calm Me time to manage my feelings. -Say how to be a good friend. -Work co-operatively. -Talk about the feelings and behaviour of themselves and others. -Explain knowledge and understanding. 	<ul style="list-style-type: none"> -Jigsaw: Changing me -Name parts of the body. -Say some things I can do and foods I can eat to be healthy. -Understand that we all grow from babies to adults. -Express how I feel about moving to Year 1. -Talk about my worries and/or the things I am looking forward to about being in Year 1. -Share my memories of the best bits of this year in Reception. - Work as part of a class. - Take account of one another's ideas about how to organise an activity. - Show sensitivity to the feelings and needs of others. - Transition/moving on.
CL	<ul style="list-style-type: none"> - Listen and respond 1:1 - Listen in a small group -Follow simple instructions -Beginning to understand how and why questions -Explore the sound of new words -Talk about the present and begin to use a range of tenses when retelling 	<ul style="list-style-type: none"> - Actively take part in conversation - Maintain attention - Concentrate and sit quietly - Make comments and ask questions about stories -Introduce a story or narrative into their play 	<ul style="list-style-type: none"> -Respond to others appropriately - Answer 'how' or 'why' questions about a story - Follow more complex instructions -Follow instructions with several parts -Follow a story without pictures or props 	<ul style="list-style-type: none"> -Listen attentively -Anticipate key events and predict endings of stories -Answer how and why questions -Add detail when speaking 	<ul style="list-style-type: none"> -Listen in larger group activities, such as, assemblies -Have sustained concentration -When talking, use the past, present and future forms accurately -Develop their own narratives and 	<ul style="list-style-type: none"> -Follow instructions in a range of situations accurately -Make changes to language and non-verbal features depending on the listener -Imagine and talk about different possibilities



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	<ul style="list-style-type: none"> -Use words to connect ideas -Question things around them and begin to give explanations -Use vocabulary linked to their own experiences -Use talk to pretend that objects are something else 	<ul style="list-style-type: none"> -Link statements and stick to a main theme -Use talk to organise, sequence and clarify 	<ul style="list-style-type: none"> -Use language to imagine and create roles 	<ul style="list-style-type: none"> -Express themselves effectively, showing an awareness of the listener 	<ul style="list-style-type: none"> explanations, connecting ideas as they speak -Ask for clarification when needed 	<ul style="list-style-type: none"> -Use a broad range of vocabulary to add information, express ideas or to explain and justify actions
PD	<ul style="list-style-type: none"> - Toilet independently -Eat their snack and lunch with others -Move freely with confidence in a range of ways -Observes the effect of activity on their bodies -Find and use a space safely -Run skilfully and negotiate space -Dresses with help -Hold pencil between thumb and two fingers -Copy letters -Explore different ways of moving -Catch a large ball -Show preference for a dominant hand -Begin to form recognisable letters 	<ul style="list-style-type: none"> - Toilet independently -Take care of own hygiene -Begin to use scissors accurately -Copy movements -Suggest own ways of moving -Move in different directions -Show increasing control when forming recognisable letters -Travel with confidence over balancing equipment -Jump off an object and land safely -Follow rules when playing simple games 	<ul style="list-style-type: none"> - Toilet independently -Use scissors effectively -Negotiate space when moving in different ways -Travel with confidence over and under equipment -Know what a healthy meal is -Dresses independently 	<ul style="list-style-type: none"> - Toilet independently -Follow instructions -Join in with dances -Hop and skip in time to music -Safely negotiate space in a range of situations -Handle a range of tools effectively and with control -Talk about ways to keep healthy and safe -Knows why healthy meals are important 	<ul style="list-style-type: none"> -Show good control and coordination with large and small movements -Use the correct pencil grip to control letter size -Talk about others and how they stay healthy -Throw with increasing control 	<ul style="list-style-type: none"> -Follow instructions to play a range of group games -Suggest how others could stay healthy -Talk about how to stay healthy and safe
L	<ul style="list-style-type: none"> - Enjoy stories, poems, rhymes and non-fiction books - Hear and say initial and final sounds - Orally blend and segment -Write their name -Give meaning to marks -Tell others what happens in a story -Label a picture - Use letters to communicate and represent the sounds I hear -Identify rhyming words 	<ul style="list-style-type: none"> - Name and sound the letters of the alphabet - Begin to write letters - Blend sounds to read CVC words with picture cues - Write my name with more accuracy -Suggest ideas for group stories -Represent sounds in CVC words -Tell others the meaning of my marks 	<ul style="list-style-type: none"> - Continue to write CVC words to match spoken sounds -Represent sounds in sequence - Write lists, captions, labels -Write for a purpose e.g. to describe - Read simple sentences 	<ul style="list-style-type: none"> - Write rhyming words -Begin to write in sentence like structures with CVC words and tricky words -Read my writing back to others - Read using tricky words, phonemes, digraphs & context 	<ul style="list-style-type: none"> - Write for a purpose -Write sentences and begin to use features such as finger spaces, full stops and capital letters -Read words with more than one syllable - Read and understand simple sentences using phonic knowledge to decode and read tricky words aloud - Demonstrate understanding of what they have read when discussing with others e.g. main events 	<ul style="list-style-type: none"> - Write sentences that can be read by themselves and others - Use sentences to write simple stories and poems -Spell tricky words accurately -Begin to use the features of a story in my own writing - Follow text in the environment



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M	<ul style="list-style-type: none"> - Count to 10 - Count objects -Recognise Numbers - Recognise and create patterns -Order Numbers - Measure objects and compare lengths 	<ul style="list-style-type: none"> - One more, one less - Name 2D shapes - Begin to count to 20 -Describe the position of objects -Match numerals to objects -Begin to add two groups together 	<ul style="list-style-type: none"> -Use money vocabulary -Add two amounts -Order numbers -Subtract objects -Count to 20 -Estimate - Use size vocabulary– height and length 	<ul style="list-style-type: none"> -Represent maths through mark making -Use time vocabulary -Name 3D shapes -Record addition -Begin to count backwards from 10 and 20 -One more and one less up to 20 	<ul style="list-style-type: none"> - Count aloud in 2s and 10s - Recognise & order numerals to 20 -Add and subtract two single digit numbers - Double and Halve numbers -Describe 2D and 3D shapes 	<ul style="list-style-type: none"> -Talk about and compare capacity -Share into equal groups -Estimate, measure and weigh objects -Add and subtract by counting on or back from a number
UW	<ul style="list-style-type: none"> -Show interest in the lives of the people around them -Talk about significant events in their own lives -Shows interest in different jobs and ways of life -Know what makes them unique -Comment and ask questions about the world around them -Talk about things they have observed about the environment, things they have found and things they have seen Develop an understanding of growth, decay and changes over time Show care and concern for the environment -Talk about the features of their environment -Make observations of animals and plants 	<ul style="list-style-type: none"> -Talk about own family customs and routines -Talk about themselves 	<ul style="list-style-type: none"> -Talk about own family customs and what they enjoy about them -Talk about themselves and what makes them the same and different to others -Look closely at similarities, differences, patterns and change -Talk about the features of their environment -Make observations of animals and plants -Know the properties of some materials and what they could be used for -Talk about scientific concepts e.g. floating, sinking, experimentation 	<ul style="list-style-type: none"> -Chn can tell others about differences between themselves and others -Understand that different families have different traditions -Talk about the features of their environment and how this is different to other environments -Talk about change 	<ul style="list-style-type: none"> -Chn can talk about their own past -Chn know that people have different beliefs, attitudes, customs and traditions -Know the properties of some materials and what they could be used for -Talk about scientific concepts e.g. floating, sinking, experimentation -Talk about the features of their environment -Make observations of animals and plants 	<ul style="list-style-type: none"> -Chn can say why people's lives were different in the past -Chn know why it is important to treat everyone with respect -Know that the environment can be influenced by human activity -Talk about things people can do to maintain the area they live in
UW Technology	<ul style="list-style-type: none"> -Know how to operate simple equipment -Show an interest in technological toys -Make toys work by pressing or lifting parts -Talk about how to stay safe on the computer 	<ul style="list-style-type: none"> -Program toys -Use tools on the interactive whiteboard -Know that information can be retrieved from computers 	<ul style="list-style-type: none"> -Use ICT hardware to interact with age appropriate computer software -Recognise that a range of technology is used in homes and schools 	<ul style="list-style-type: none"> -Select and use technology for particular purposes -Complete a simple program on a computer 	<ul style="list-style-type: none"> -Find out about and use a range of everyday technology -Talk about how to stay safe on the computer -Type own name 	<ul style="list-style-type: none"> -Use computer tools with increased control and accuracy -Select appropriate applications that support an identified need



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EAD	<p>Use tools and understand their purposes</p> <p>Mix paint to explore how colours can be changed</p> <p>Sing songs and make up their own songs</p> <p>Construct using a variety of resources</p> <p>Develop preferences of forms of expression</p> <p>Use movement to express feelings and in response to music</p> <p>Engage in role play based on their own experiences</p>	<p>Use a range of tools and materials to create a planned effect</p> <p>Use tools with increasing accuracy</p> <p>Introduce a storyline or narrative into their own play</p> <p>Play alongside others who are engaged in the same theme</p>	<p>Build a repertoire of songs</p> <p>Explore the different sounds of musical instruments</p> <p>Construct with a purpose in mind</p> <p>Select appropriate resources to shape, assemble and join materials</p> <p>Play cooperatively as part of a group to develop and act out a narrative</p>	<p>Design own representations of events, people and objects</p> <p>Combine movements to express themselves and respond</p> <p>Choose colours for a purpose</p> <p>Adapt work where necessary</p>	<p>Sing songs, make music and dance</p> <p>Experiment with ways of changing songs and dances</p> <p>Use a range of tools safely and experiment with how to use them effectively</p> <p>Produce artwork using materials and media in original ways</p> <p>Represent their own ideas, thoughts and feelings through D and T, Art, Music, Dance and Role Play</p>	<p>Make decisions about how media and materials can be combined and changed</p> <p>Talk about the ideas and processes they have used</p> <p>Recognise differences between their own and others work</p> <p>Tell people the strengths of others work</p>
Cooking	<p>Salt-dough</p> <p>-rolling and using cutters</p>	<p>Christmas cakes</p> <p>-Mixing and talking about changes in food</p>	<p>Pancakes</p> <p>Taste Chinese Food</p>	<p>Pasta Bake/ Carrot salad</p> <p>-Using a grater</p>	<p>Healthy Eating Dish-chn's recipes</p> <p>-Chopping using a bridge cut</p>	<p>Smoothies</p> <p>-Chopping using a bridge cut</p> <p>-Discussing changes in food</p>
Phonics	<p>- Phase 1/2 L&S</p> <p>- Segment and blend words with the following sounds : S, a, t, p, i, n, d, m, n, g, o, c, k, ck, e, u, r</p> <p>Tricky words: the, no, go, to, into, I</p>	<p>- Phase 2/3 L&S</p> <p>- segment and blend words with the following sounds: h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh</p> <p>Tricky words phase 2: the, no, go, to, into, I</p> <p>Tricky words phase 3: was, he, she, we, me, be, you, all, are, her, they, my</p>	<p>- Phase 3 L&S</p> <p>- Segment and blend words with the following sounds : oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Tricky words phase 3: was, he, she, we, me, be, you, all, are, her, they, my</p>	<p>- Phase 4 L&S</p> <p>- segment and blend words with the following sounds: st, nd, mp, nt, nk, ft, sk, lt, lp, lf, lk, pt, xt, tr</p> <p>-Tricky words phase 4 : said, have, like, so, do, some, come, little, one, were, out, what, when, there</p>	<p>- Phase 4 L&S</p> <p>- segment and blend words with the following sounds: dr, gr, cr, br, fr, bl, fl, gl, pl, cl,</p> <p>Tricky words phase 4 : said, have, like, so, do, some, come, little, one, were, out, what, when, there</p>	<p>Revising all phase 2 and 3 sounds to apply them into new word structured in phase 4</p> <p>Ccvc, cvcc, cccvc, cccvcc words etc</p> <p>AFL</p> <p>Phase 2, 3 and 4 tricky words</p>