






Galley Common Infant School



Reception Long Term Plan

Curriculum Area	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
<p>BIG QUESTION/ GENERAL THEMES</p> <p>N.B - These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p><u>Super Me, Super You!</u></p> <p>Feelings and emotions My family and friends My body and its senses</p> 		<p><u>Our Wonderful World</u> Places, nature, animals, culture</p> <p>Contrasting countries and environments. Animals around the world Life cycles Plants and Flowers</p> 		<p><u>Happily Ever After</u> Past and present</p> <p>Traditional tales and fairy tales. Past and present - homes, jobs, toys, landscape Past and present and different cultures and celebrations. How have people celebrated their happiness?</p> 	
	<p>Celebrations Diwali Bonfire Night Christmas</p>		<p>Celebrations Easter Chinese New Year</p>		<p>Celebrations Eid Planning and preparing for a wedding.</p>	
<p>Overview</p>	<p>Children will consider what makes them special, how their bodies work, what their senses are and how to keep healthy. They will practise talking about their feelings and learn how others may have different feelings to them.</p> <p>We will also look closely at the season of Autumn, exploring woodland animals, nocturnal animals and habitats.</p>		<p>The children will learn about wild animals and farm animals within our planet. They will find out about animal habitats. Children will investigate what plants need to grow and keep healthy. They will look for similarities and differences between trees and plants. They will investigate their local area including the school grounds.</p> <p>We will look at underwater habitats.</p> <p>We will think about what it is like to live in different countries.</p>		<p>The children will learn about how the world has changed over time as we explore traditional tales.</p> <p>Children will also think about what they want to be when they grow up as they ponder on their happily ever after.</p>	



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Experiences/Trips	Hartshill Hayes - Autumn walk Harvest festival and visit to church Polesworth Abbey - Baby Jesus experience	Chinese Food tasting Growing caterpillars Planting and growing plants and flowers Easter Fun Day	Plan and carry out a wedding celebration.
COEL	Characters are introduced: Exploring elephant, Go-For-It Gorilla, Choosing Chimp, Persevering Parrot, Proud Peacock	Characters are introduced: Analysing Alligator, Slinky-Linky Snake, Reflecting Rhino, Creative Chameleon	All characters are reflected upon.
Overarching text	The Barefoot Book of Children This book empowers children to ponder their own place in the world. It encourages children to think about their own identity and experiences, whilst learning about others. Through reading the book we will focus on three big questions: Who am I? Who are they? What will I be?		
Possible Texts (Literacy) See english LTP for detailed outline of purpose and audience	Key Texts: The Colour Monster, What makes me a me?, Red Rockets and Rainbow Jelly Pie Corbett - reading spine The Gruffalo, Owl Babies - learn and orally retell Old Favourites - Stick Man, Funny Bones, Percy and Park keeper, pumpkin soup, leaf man Non-fiction - Autumn/Woods, Diwali - Rama and Sita, Christmas- The Nativity, Poetry - nursery rhymes	Key Texts: This Is Our World, Dear Earth Pie Corbett - reading spine Handa's surprise, Mr Gumpy's outing. (Walking through the Jungle) - learn and orally retell Old Favourites - The Very Hungry Caterpillar, The Rainbow Fish, How many legs? Non-fiction - Chinese New Year, The Easter Story	Key Texts: Once Upon a Fairytale, Traditional tales. Pie Corbett - reading spine On the way home, SHHHH! - learn and orally retell Non-fiction - weddings, people who help us. Poetry- Nursery rhymes, Traditional tales in rhyme, The scarecrows wedding



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			Poetry - Nursery Rhymes, Commotion in the Ocean			
MATHS (Mastering number)	Pupils will: <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger number 		Pupils will: <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 		Pupils will: <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, 	
P E Real P.E physical activity programme dancing, music, games and all while interacting with other children. 1 session a week. Write Dance Physical activity / series of body movements and holds, supporting the development of writing. 1 session a week.	Real P.E - Unit 1 Developing personal skills. Co-ordination and Balance Write Dance Volcano country side/krongelidong animals	Real P.E - Unit 2 Developing Social Skills. Agility and Jumping Write Dance circles and Eights Robot	Real Gym - Unit 1 Developing Cognitive Skills. Shape and Travel. Write Dance Train Tree	Dance Unit 1 Developing Creative skills. Shapes, artistry. Write Dance Silver Wings Cats Mandala	Real Gym - Unit 2 Developing Applying Physical. Flight and Rotation.	Real P.E - Unit 4 Developing Health and Fitness. Ball Skills.



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<p>PSHE</p>	<p>PATHS (supported by The colour Monster book)</p> <p>JIGSAW - Being Me in My world Respectful friendships / being safe How can we make other people feel welcome?</p> <p>No outsiders - The Family Book- All families are different.</p> <p>Protective Behaviours</p>	<p>PATHS - Feelings and self-regulation</p> <p>JIGSAW - Celebrating Difference: Being special, identifying talents, Families, standing up for yourself.</p> <p>No outsiders - Red Rockets and rainbow Jelly – To understand it is ok to like different things.</p> <p>Protective Behaviours</p>	<p>PATHS- Feelings and self-regulation</p> <p>JIGSAW - Dreams and Goals Mental Well being What does it mean to feel proud?</p> <p>No outsiders - You choose – I can say what I think.</p> <p>Protective Behaviours</p>	<p>PATHS - Feelings and self-regulation</p> <p>Jigsaw - Healthy Me Physical health and fitness / healthy eating. How do we stay healthy and safe? ORAL HEALTH</p> <p>No outsiders - Blue Chameleon - I can be friends with people who are different to me.</p> <p>Protective Behaviours</p>	<p>PATHS - Feelings and self-regulation</p> <p>Jigsaw - Relationships Caring friendships / families. How do we stop ourselves from being lonely?</p> <p>No outsiders - Mommy, Mama and Me - celebrate family</p> <p>Protective Behaviours</p>	<p>Jigsaw - Changing me Changing bodies / caring friendships. How do we feel when changes happen? ORAL HEALTH</p> <p>Protective Behaviours</p>
<p>Understanding the World (The Natural World)</p>	<p>Seasonal changes - Autumn</p> <p>Woodland animals and habitat. Nocturnal animals</p> <p>My Senses.</p> <p>Value - Reduce, Reuse, Recycle</p>	<p>Seasonal changes-Winter Studying frost, snow, ice.</p> <p>Contrasting countries and environments. Exploring local area.</p> <p>Animals around the world Life cycles</p> <p>Plants and Flowers</p> <p>Value - Protecting the Enviroment (David Attenborough)</p>	<p>Seasonal changes-Summer</p> <p>Materials (link to reduce, reuse, recycle)</p> <p>Changing state of matter (link to protecting the environment)</p>			



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Understanding the World (people, culture and communities) <u>Discuss and share in celebrations that are important to children and families in our cohort throughout the year.</u>	R.E Unit - Which times are special and why? Harvest Christian Sukkah Jewish Diwali - Hindu		What is special about our world? Bible Genesis Creation story Caring Muslim Creation Christian Jewish Christian church VISIT		Which people are special and why? Christian EASTER Sikh	
	My Family - sharing their posters.	Celebrations: Diwali Bonfire Night Remeberence Day Christmas	Local area - map work Comparing life in contrasting countries. Celebrations: Chinese New Year	Local area - map work Comparing life in contrasting countries. Celebrations: Easter	People who help us. Celebrations: St George's Day	People who help us. Celebrations: Christian wedding
Understanding the World (Past and Present)	Sharing 'All about Me' posters Families Past/historical discussions - Guy Fawkes, The Nativity Story		How has Galley Common changed? Lifecycles - How have I changed? Past/historical discussions - The Easter story		Exploring the past through stories - homes, jobs, toys, landscape	
Computing	Online Safety	Online Safety Purple mash	Online Safety	Online Safety Purple mash	Online Safety	Online Safety
FOOD FOR LIFE	Apples and Pears from the garden Root vegetable chips	Christmas cakes	Farm visit	Herb gardens	Grow own produce	Eat well plate
ART (Kapow scheme)	Marvellous Marks Autumn craft	Winter craft Christmas craft	Sculpture and 3D Spring craft	Paint my world Easter craft	Summer craft	Craft and Design Lets get crafty



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DT (Creating with Materials) (Kapow scheme)	Cooking and Nutrition	Textiles: Bookmarks	Sculpture and 3D		Structures junk modelling	Structures: Boat
Music (Being imaginative and Expressive)	Exploring sound	Celebration music	Music and movement	Transport	Musical stories	Big band



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