

Mattishall Primary School
Red Class Year EYFS - Reception
Long Term Curriculum Plan

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Projects including All areas of Learning Communication and Language Personal Social and Emotional Development Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design	CORNERSTONES					
	Driver Project: <i>Let's Explore</i> This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	Driver Project: <i>Marvellous Machines</i> This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.	Driver Project: <i>Dangerous Dinosaurs</i> This exciting project teaches children about the different animals that roamed Earth millions of years ago and how they are related to animals that live on Earth today.	Driver Project: <i>Animal Safari</i> This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	Driver Project: <i>Ready Steady Grow</i> This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Driver Project: <i>On the Beach</i> This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.
	Companion Project: <i>Build it up</i> This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.	Companion Project: <i>Puppets and Pop Ups</i> This creative project explores puppets and pop-up books and gives children the opportunity to make puppets and use them to tell exciting stories.	Companion Project: <i>Puddles and Rainbows</i> This project teaches children about the weather that happens during spring and allows them to explore natural phenomena, including rainbows. It supports them to explore colour in the natural world.	Companion Project: <i>Signs of Spring</i> This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	Companion Project: <i>Creep, Crawl and Wriggle</i> This mini project teaches children about invertebrates that live in their gardens and local environment. This project teaches children	Companion Project: <i>Moving On</i> This Reception-only project celebrates the children's successes throughout their Reception year. It explores how they have grown and changed and supports them with the changes to come as they move into Year 1.
Literacy	Literacy Tree Story Saplings					
	Each stage begins with Adult Led Learning that explores themes and language from a text using a Start with a Story pedagogy. Learning is extended according to children's interests and next steps. There are enhanced provision ideas provided within sequence with explicit links to prime and specific areas. Specific questioning detailed with oracy opportunities woven throughout. Each story is linked to the role play area in the classroom too.					
	Oh Dear, Look What I Got! by Michael Rosen (Shop role play) We're Going to Find the Monster by Malorie Blackman (Adventure Supply Store role play)	Amazing by Steve Antony (Mythical Creatures Pet Shop role play) Bathe the Cat by Alice B.McGinty (Home corner role play)	Look Up! By Nathan Bryon (Space/Spacecraft role play) Super Milly and the Super School Day by Stephanie Clarkson (Superhero Headquarters role play)	Confetti by Dean Atta (Weather Station role play) The Tiny Seed by Eric Carle (Garden Centre role play)	Aisha's Colours by Nabila Adani (Car Garage role play) These Are My Rocks by Bethan Woollvin (Museum or Café role play)	A Taste of Home by Maryam Hassan (Kitchen role play) So Much by Trish Cooke (Home corner role play)
	READING: Our school follows the Read Write Inc Phonics programme from Reception onwards. Children are taught to read in small groups, in incremental steps. Following completion of Read Write Inc Phonics , children participate in daily Reading for Understanding lessons, building on vocabulary and comprehension skills.					

	Talk Through Stories: Our school follows the Talk Through Stories programme in Reception and Year 1. Talk Through Stories introduces children to a diverse range of books where children familiarise themselves with story sequences and ambitious vocabulary. The books are listed below: <table><tr><td>Five Minutes' Peace - Jill Murphy</td><td>Elmer - David McKee</td><td>One Snowy Night - Nick Butterworth</td></tr><tr><td>Burglar Bill - Janet & Allan Ahlberg</td><td>Can't You Sleep, Little Bear? - Martin Waddell</td><td>Billy and the Beast -Nadia Shireen</td></tr><tr><td>I'm In Charge- Jeanne Willis</td><td>Mog the Forgetful Cat - Judith Kerr</td><td>Rhinocorn Rules- Matt Carr</td></tr><tr><td>The Wonkey Donkey- Jonathan Long and Korky Paul</td><td>The Lion Inside - Rachel Bright and Jim Field</td><td>Hugless Douglas- David Melling</td></tr><tr><td>Smalls Big Dream- Manjeet Mann</td><td>Supertato - Sue Hendra and Paul Linnet</td><td>Stick Man - Julia Donaldson</td></tr><tr><td>My Monster and Me - Nadiya Hussain</td><td>Missing Richmond- Patrick Corrigan</td><td>Aliens Love Underpants- Claire Freedman</td></tr><tr><td>Owl Babies - Martin Waddell</td><td>Where the Wild Things Are - Maurice Sendak</td><td></td></tr><tr><td>Room on the Broom - Julia Donaldson</td><td>My Must Have Mum- Maudie Smith</td><td></td></tr><tr><td>Slow Sampson- Bethany Christou</td><td>Dogger - Shirley Hughes</td><td></td></tr><tr><td>The Extraordinary Gardner - Sam Boughton</td><td>Geckos Echo- Lucy Rowland and Natasha Rimmington</td><td></td></tr><tr><td>Cotton wool Colin- Jeanne Willis and Tony Ross</td><td>Farmer Duck- Martin Waddell and Helen Oxenbury</td><td></td></tr><tr><td>Billy's Bucket- Kes Gray and Garry Parsons</td><td>Rainbow Fish - Marcus Pfsiter</td><td></td></tr></table>						Five Minutes' Peace - Jill Murphy	Elmer - David McKee	One Snowy Night - Nick Butterworth	Burglar Bill - Janet & Allan Ahlberg	Can't You Sleep, Little Bear? - Martin Waddell	Billy and the Beast -Nadia Shireen	I'm In Charge - Jeanne Willis	Mog the Forgetful Cat - Judith Kerr	Rhinocorn Rules - Matt Carr	The Wonkey Donkey - Jonathan Long and Korky Paul	The Lion Inside - Rachel Bright and Jim Field	Hugless Douglas - David Melling	Smalls Big Dream - Manjeet Mann	Supertato - Sue Hendra and Paul Linnet	Stick Man - Julia Donaldson	My Monster and Me - Nadiya Hussain	Missing Richmond - Patrick Corrigan	Aliens Love Underpants - Claire Freedman	Owl Babies - Martin Waddell	Where the Wild Things Are - Maurice Sendak		Room on the Broom - Julia Donaldson	My Must Have Mum - Maudie Smith		Slow Sampson - Bethany Christou	Dogger - Shirley Hughes		The Extraordinary Gardner - Sam Boughton	Geckos Echo - Lucy Rowland and Natasha Rimmington		Cotton wool Colin - Jeanne Willis and Tony Ross	Farmer Duck - Martin Waddell and Helen Oxenbury		Billy's Bucket - Kes Gray and Garry Parsons	Rainbow Fish - Marcus Pfsiter	
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Communication and Language	Throughout the year children will: • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics • Share learning from home through their Sharing book, Show and Tell and star moments																																									
Maths	WHITE ROSE EDUCATION - MATHS																																									
	Getting to Know You Match, Sort and Compare Talk about Measure and Patterns	It's Me 123! Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5! Mass and Capacity Growing 6,7,8 Length, Height and Time	Building 9 & 10 Explore 3D Shapes	To 20 and Beyond How Many Now? Manipulate, Compose and Decompose	Sharing and Grouping Visualise, build and map Make Connections																																				
	<i>The yearly overview provides suggested timings for each block of learning. These may be adapted to suit term dates.</i>																																									
Music	Sing Up																																									
	I've got a grumpy face & The Sorcerer's apprentice	Christmas Carol Practise & Row, Row, Row your boat	Cuckoo Polka & Shake My Sillies Out	Up and Down & Five Fine Bumble Bees	Down There Under The Sea & It's Oh So Quiet	Slap, Clap, Clap & Bow, Bow, Bow Belind																																				
Physical Education	Managing own personal hygiene, toileting and hand washing. Buttons zips and	Parachute and circle games Pencil control: simple patterns and letter	Riding a balance bike Pencil control: Letter formations (with focus on	Hula hooping/throwing and catching. Pencil control: Letter	Pencil control: Letter formation (with focus on RWi letters)	Healthy eating Pencil control: Letter formation (with focus on RWi letters)																																				

	shoes. Pencil control: following patterns. Simple cutting patterns. Dough gym	formations (with focus on RWi letters) air writing/magic pencil.	RWi letters)	formations (with focus on RWi letters)	Sports Day Sun Safety	
	REALPE +					
	Unit 1: Personal Skills BIKE Coordination: Footwork PIRATES Static Balance: One Leg	Unit 2: Social Skills SPACE Dynamic Balance to Agility: Jumping and Landing JUNGLE Static Balance: Seated	Unit 3: Cognitive Skills Train Dynamic Balance: On a Line CIRCUS TIGHTROPE Static Balance: Stance	Unit 4: Creative Skills CIRCUS CLOWNS Coordination: Ball Skills Unit 6: Health & Fitness CAT Static Balance: Floor Work	Unit 5: Applying Physical Skills CIRCUS JUGGLERS Coordination: Sending and Retrieving FAIRY TALE Agility: Reaction/Response	Unit 4: Creative Skills SEASIDE Counter Balance: With a Partner Unit 6: Health & Fitness Agility: Ball Chasing
Religious Education	RE					
	Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listens to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression. RE satisfies the Early learning goals: • Personal, social and emotional development: to show sensitivity to their own and other's needs. • Understanding the world: • People and communities - know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Past and present - to talk about the lives of people around them and their roles in society. • Understand the past through settings, characters and events encountered books read in class and storytelling.					
PSED/RSHE - Life Skills	Classroom routines & rules Keeping safe at school (fire drill) Making friends Caring friendships Changing body Families and people who care for me	Friendship Bonfire night safety Respectful relationships Being safe	Going for Goals Feelings - looking at facial expression. Looking after our friends when things go wrong. Mental wellbeing Basic first aid	Self Esteem Feeling proud of achievements Online relationships Internet safety and harms	Being a Class Family, working as a team to help each other learn Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention	Changes Transition to Year 1 - getting ready. Nursery children to visit, discuss how they could help next year's new Reception class.
	My Relationships RSE Solution (See RSHE Curriculum Map)	My feelings RSE Solution (See RSHE Curriculum Map)	My Rights and Responsibilities RSE Solution (See RSHE Curriculum Map)	My Body RSE Solution (See RSHE Curriculum Map)	My Beliefs RSE Solution (See RSHE Curriculum Map)	Asking for Help RSE Solution (See RSHE Curriculum Map)
	Curriculum Extras following our annual needs assessment may include: Road Safety, financial Literacy, enterprise, charities (Including FOODBANK, NSPCC etc.), school council. sun safety, fire safety, Friendship Squad, play leaders, peer mentors, police support; stranger danger and anti-social behaviour. We also provide some teaching to support International/National awareness days/weeks as they arise including significant events like Royal Jubilees, The Olympics and Government Elections etc. Other supporting and linked curriculum subjects are; English, Computing, RE and PE (REAL PE).					

TEACHERS HAVE THE PROFESSIONAL CHOICE TO TEACH THINGS AT DIFFERENT TIMES OF THE YEAR IF REQUIRED BASED ON THE NEEDS ASSESSMENT OF THEIR CURRENT COHORT of CHILDREN.