

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
<p>Projects including All areas of Learning</p> <p>Communication and Language Personal Social and Emotional Development Physical Development Literacy Mathematics Understanding the World Expressive Arts and Design</p>	CORNERSTONES					
	<p>Driver Project: Let's Explore This project teaches children about the environments that they share with others, including their homes, school and places in the local community.</p>	<p>Driver Project: Marvellous Machines 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.</p>	<p>Driver Project: Long Ago This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.</p>	<p>Driver Project: Animal Safari 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.</p>	<p>Driver Project: Ready Steady Grow 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.</p>	<p>Driver Project: On the Beach 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.</p>
	<p>Companion Project: Build it up This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.</p>	<p>Companion Project: Puppets and Pop Ups This creative project explores puppets and pop up books and gives children the opportunity to make puppets and use them to tell exciting stories.</p>	<p>Companion Project: Stories and Rhymes This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.</p>	<p>Companion Project: Signs of Spring 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.</p>	<p>Companion Project: Creep, Crawl and Wriggle This mini project teaches children about invertebrates that live in their gardens and local environment. This project teaches children</p>	<p>Companion Project: Moving On 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.</p>
	CORNERSTONES STORY PACKS (In BOLD)					
	Children will have the opportunity to develop their comprehension skills, retell stories, talk about key events and characters, explore ambitious vocabulary, make connections with other stories or their personal experiences, give opinions and make predictions. Linked writing activities allow children to make marks and write as part of their play, applying their phonic knowledge in context.					
<p style="text-align: center;">Literacy</p>	<p>Where the Wild Things are By Maurice Sendak</p> <p>What to Do with a Box by Jane Yolen</p> <p><u>Other supporting books</u></p> <p>Home by Alex T Smith</p> <p>The 3 Little Pigs Traditional</p>	<p>Mrs Armitage on Wheels by Quentin Blake</p> <p>Stick Man by Julia Donaldson</p> <p><u>Other supporting books</u></p> <p><i>What Do Machines Do All Day?</i> by Jo Nelson</p>	<p>The Growing Story by Ruth Krauss</p> <p>There is No Big Bad Wolf in this Story by Lou Carter</p> <p><u>Other supporting books</u></p> <p>Mr Wolf's Pancakes by Jan Fearnley</p>	<p>The Lion Inside by Rachel Bright</p> <p>TAD by Benji Davies</p> <p><u>Other supporting books</u></p> <p><i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd</p>	<p>The Extraordinary Gardener by Sam Boughton</p> <p>Omar the Bees and Me by Helen Mortimar</p> <p><u>Other supporting books</u></p> <p><i>The Tiny Seed</i> by Eric Carle</p>	<p>The See Saw by Tom Percival</p> <p>What Makes Me a Me by Ben Faulkes</p> <p><u>Other supporting books</u></p> <p><i>Lucy and Tom</i> by Shirley Hughs</p>

	Tale	<i>Machine Poems</i> by Jill Bennett	<i>The Magic Paintbrush</i> by Julia Donaldson and Joel Stewart		Jack and the Beanstalk Traditional Tale	<i>Who's Hiding at the Seaside?</i> By Katharine McEwen
	<i>We're Going on a Bear Hunt</i> by Michael Rosen	<i>Car, Car, Truck, Jeep</i> by Katrina Charman	<i>Super Milly and the Super School Day</i> by Stephanie Clarkson	<i>A First Book of Animals</i> by Nicola Davies	Jasper's Beanstalk by Nick Butterworth	<i>Come Away from the Water,</i> <i>Shirley</i>
	<i>The Way I Feel</i> by Janan Cain	<i>Vehicle ABC</i> by Jannie Ho	<i>Rosie's Hat</i> by Julia Donaldson	<i>Book of Animals</i> by Oliver Jeffers	<i>Oliver's Vegetables</i> by Vivian French	<i>Somebody Swallowed Stanley</i> by Sarah Roberts
	<i>In Every House, on Every Street</i> by Jess Hitchman	<i>You Can't Take an Elephant on the Bus</i> by Patricia Cleveland- Peck	<i>Major Glad, Major Dizzy</i> by Jan Oke	<i>Monkey Puzzle</i> by Julia Donaldson	<i>Handa's Surprise</i> by Eileen Browne	<i>The Night Pirates</i> by Pete Harris and Deborah Allwright
	<i>Where's Spot?</i> by Eric Hill	<i>No-Bot the Robot's New Bottom!</i> by Sue Hendra and Paul Linnet	<i>The Baby's Catalogue</i> by Janet and Allan Ahlberg	<i>Dancing Birds and Singing Apes</i> by Smriti Prasadam- Halls	<i>Eating the Alphabet</i> by Lois Ehlert	<i>Herman the Hermit Crab</i> by Cindy W Hollingsworth
	<i>Mini Rabbit Not Lost</i> by John Bond	<i>The Robot and the Bluebird</i> by David Lucas	<i>Once There Were Giants</i> by Martin Waddell	<i>We're all Went on Safari</i> by Laurie Krebs	<i>The Little Red Hen</i> Traditional Tale	<i>One is a Snail, Ten is a Crab</i> by April Pulley Sayre
	<i>Mr Gumpy's Outing</i> by John Burningham	<i>Robo-Babies</i> by Laura Gallagher	<i>The Big Alfie and Annie Rose Storybook</i> by Shirley Hughes	<i>Animal Homes</i> by Libby Walden	<i>Farmer Duck</i> by Martin Waddell	<i>RSPB First Book of the Seashore</i> by Derek Niemann
	<i>Harold and the Purple Crayon</i> by Crockett Johnson	<i>Harry and the Robots</i> by Ian Whybrow	<i>Joy</i> by Corrinne Averiss	<i>Bringing the Rain to Kapiti Plain</i> by Verma Aardema	<i>Marvin Wanted MORE!</i> by Joseph Theobald	<i>Tip Tap Went the Crab</i> by Tim Hopgood
	<i>You Choose</i> by Pippa Goodhart	<i>Look up!</i> by Nathan Bryon and Dapo Adeola (Black History Month)	<i>My Two Grannies</i> by Floella Benjamin	<i>Little Red</i> by Lynn Roberts and David Roberts	<i>The Very Hungry Caterpillar</i> by Eric Carle	<i>Welcome to the Rock Pool</i> by Ruth Owen
	<i>Explorers - My First Heroes</i> by Nila Aye		<i>Coming to England</i> by Floella Benjamin	<i>Little Red Riding Hood</i> Traditional Tale	<i>The very Busy Spider</i> by Eric Carle	<i>Exploring Rock Pools</i> by Jill McDougall
			<i>My Grandma and Me</i> by Mina Javaherbin	<i>Oil Frog</i> by Kes Gray and Jim Field	<i>Anansi</i> by Gerald McDermott	<i>Clem and Crab</i> by Fiona Lumbers
			<i>When I Was a Child</i> by Andy Stanton		<i>Superworm</i> by Julia Donaldson	<i>Sally and the Limpet</i> by Simon James
			<i>Grandma Bird</i> by Benji Davies		<i>Snail Trail</i> by Ruth Brown	<i>The Snail and the Whale</i> by Julia Donaldson
			<i>Grandad's Island</i> by Benji Davies		<i>Snail Trail</i> by Jo Saxton	<i>Seaside Holidays Then and Now</i> by Clare Hibbert
			<i>The Princess and the Pea</i> by Susanna Davidson			
			<i>Toys and Games Then and Now</i> by Robin Nelson			
			<i>The History of Toys</i> by Helen Cox Cannons			
			<i>Where in the World? (Famous Buildings and Landmarks)</i> by Baby Professor			

			Houses Then and Now by Rose Goldsmith			
	<p>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.</p>					
Communication and Language	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> 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
	The yearly overview provides suggested timings for each block of learning. These may be adapted to suit term dates.					
Music	CHARANGA					
	<p>Me!</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers 	<p>My Stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song 	<p>Everyone!</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey 	<p>Our World</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey 	<p>Big Bear Funk</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p>	<p>Reflect, Rewind and Replay</p> <p>This Unit of Work consolidates the learning that has occurred during the year.</p>
Physical Education	Managing own personal hygiene, toileting and hand washing. Buttons zips and shoes. Pencil control: following patterns. Simple cutting patterns. Dough gym	Parachute and circle games Pencil control: simple patterns and letter formations (with focus on RWi letters) air writing/magic pencil.	Riding a balance bike Pencil control: Letter formations (with focus on RWi letters)	Hula hooping/throwing and catching. Pencil control: Letter formations (with focus on RWi letters)	Pencil control: Letter formation (with focus on RWi letters) Sports Day Sun Safety	Healthy eating Pencil control: Letter formation (with focus on RWi letters)

	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					
	<p>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.</p> <p>RE satisfies the Early learning goals:</p> <ul style="list-style-type: none"> • Personal, social and emotional development: to show sensitivity to their own and other's needs. • Understanding the world: <ul style="list-style-type: none"> • 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 <small>(See RSHE Curriculum Map)</small>	My feelings RSE Solution <small>(See RSHE Curriculum Map)</small>	My Rights and Responsibilities RSE Solution <small>(See RSHE Curriculum Map)</small>	My Body RSE Solution <small>(See RSHE Curriculum Map)</small>	My Beliefs RSE Solution <small>(See RSHE Curriculum Map)</small>	Asking for Help RSE Solution <small>(See RSHE Curriculum Map)</small>
	<p>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.</p> <p>Other supporting and linked curriculum subjects are: English, Computing, RE and PE (REAL PE).</p>					

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.