**2023/24 Long Term curriculum overview – Gwenver Class (Reception)**

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| **Term** | Autumn 1 | | Autumn 2 | | | Spring 1 | | | Spring 2 | | Summer 1 | | Summer 2 | |
| **Theme** | Ready, Steady, Go! | | Sparkle and Shine | | | Superhero’s | | | Circle of life | | What’s on my plate | | The magic train ride.  Where do I live? | |
| **Real life experiences** | Starting school with new routines and expectations. | | Theatre visit  Nativity | | | Visit to fire station  Visits from emergency services and health practitioners. Eco superhero’s – Ocean plastics | | | Visit to Farm  Create animal homes/feeders.  Pond visit/dip  Cornwall wildlife trust talk.  Visit the beach.  Rock pooling | | Growing our own herbs/edible plants.  Visit to Trevaskis farm. | | Walk around the local area to map.  Follow a map to a destination. | |
| **Environment and Community** | Fab finish to share successes of the first half term with parents/carers. | | Visit older generations to talk and sing. | | | Fundraiser for a local charity. | | | Caring for and creating local animal habitats.  Beach clean | | Talk from Chef/cook  Oral health.  Foraging walk | |  | |
| **Circle time** | Getting to know you. | | Being kind and friendship. | | | Feelings. | | | Listening and concentrating | | Resolving conflict and problem solving. | | Achieving and changes. | |
| **Whole School events** |  | |  | | | St Pirans Day | | |  | |  | | Mazey day | |
| **Personal, social and emotional development** | Building respectful relationships with peers and adults.  See themselves as a valuable individual.  Managing their own needs. | | Building constructive relationships with peers and adults.  Showing resilience.  Considering the feelings of others. | | | Thinking about the perspective of others.  Showing perseverance.  Learning to express and regulate own emotions/feelings. | | | Showing sensitivity towards others.  Being confident to try new activities.  Giving focused attention and respond appropriately. | | Working cooperatively with others.  Knowing right from wrong in a wide variety of contexts.  Understand the feelings of themselves and others. | | Forming positive attachments to others – focus on transition to Yr 1.  Understanding own hygiene needs and how to keep healthy.  Setting and working towards simple goals. | |
| **ELGs** | Personal, Social and Emotional Development  ELG:  Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs. | | | | | | | | | | | | | |
| **Communication and Language** | Developing social phrases and describing events in some detail.  Understand how to listen carefully and why it is important. | | | Articulating ideas and connecting more than one idea or action.  Engaging in stories, rhymes and songs. | | | Using new vocabulary and retelling stories.  Engaging in non-fiction. | | | Asking questions and using talk to work out problems.  Listening attentively and responding with relevant comments, actions or questions. | | Expressing ideas and feelings in full sentences with correct use of tenses.  Holding conversations with peers and adults. | | Offering explanations for why things happen in small group and class discussions.  Making comments about what they have heard and asking questions to clarify. |
| **Rhymes and songs** |  | | |  | | |  | | |  | |  | |  |
| **ELGs** | Communication and Language  ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | | | | | | | | | | |
| **Physical development** | Developing skills to manage the school day. | | | Revising and refining a range of movements.  Use a range of tools. | | | Balance, agility and coordination.  Using a range of tools accurately. | | | Ball skills.  Developing the foundations of a handwriting style. | | Knowing and talking about different factors to support health and wellbeing.  Showing accuracy and care when drawing. | | Knowing and talking about different factors to support health and wellbeing.  Holds a pencil effectively for fluent writing. |
| **PE** |  | | |  | | |  | | |  | |  | |  |
| **ELGs** | Physical Development  ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. | | | | | | | | | | | | | |
| **Literacy**  **Comprehension**  **Word reading**  **writing** | Demonstrate an understanding of what has been read to them.  Saying sounds for individual letters.  Can form lower case letters correctly. | | | Anticipates key events in stories.  Blending sounds into words.  Writes recognisable letters. | | | Anticipates key events in stories.  Reading letter groups that represent sounds.  Is able to spell CVC words | | | Re-reads books to build confidence in fluency and understanding.  Able to write captions and labels. | | Uses and understands recently introduced vocabulary.  Write a simple sentence. | | Uses and understands recently introduced vocabulary.  Be able to write sentences. |
| **RWI** | Strong start (4 weeks)  Know all the single letter sounds. | | | Be able to use Fred talk to blend words. | | | Be able to blend into words. | | | Be able to read 1.7 words | | Read words with 4/5 letters. | | Know set 2 sounds. |
| **Talk Through Story**  **Traditional Tale**  **Poetry** | My Monster and Me  Three Little Pigs | | | One snowy night  The Gingerbread man. | | | Zog  The princess and the pea | | | Owl Babies  The Enormous Turnip. | | Supertato  The Little Red Hen | | On the way home.  Town mouse, country mouse. |
| **Other texts/books/stories** | Bedtime march-past (Poem)  Jabari’s Jump  The napping house  Ravi’s Roar | | | Room on the broom  Binny’s diwali  The colour monster  Cake-o-sauraus (poem) | | | Look up  Giraffe’s can’t dance  Sully the Seahorse  Where am I? (poem)  Amy Wu and the patchwork dragon | | | Farmer Duck  Chapatti Moon  The Tiger (poem)  They | | The very hungry caterpillar  Handa’s surprise  Susan Laughs  Oh, oh the story man | | The magic Train Ride  We are going on a bear hunt  If I were the world  Zanzibar (poem) |
| **ELGs** | Literacy  ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. | | | | | | | | | | | | | |
| Maths (see EYFS maths plan) | Number | Number | | | Number | | | Number | | | Numerical patterns | | Numerical patterns + sape space and measure | |
| **ELGs** | ELG: Number Children at the expected level of development will:  - Have a deep understanding of number to 10, including the composition of each number; 14  - Subitise (recognise quantities without counting) up to 5;  - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  ELG: Numerical Patterns Children at the expected level of development will:  - Verbally count beyond 20, recognising the pattern of the counting system;  - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | | | | | | | | | | | | | |
| Understanding the world  People cultures and communities  Past and Present  The Natural world | All about me (chronology) talk about members of my family. Name and describe familiar people. Growing up. | Season/weather  Changing states of matter – baking and ice and frost.  Similarities and differences between religions Diwali and Christmas. | | | Exploring people who help us. Talk about past experiences with people who help us. Being healthy, oral health | | | Make observations and drawings of animals and plants.  Seasons/weather | | | Farming  Process of growing.  Chronology/sequencing events.  Life and growing food in other countries.  Changing states of matter making bread and butter. | | Where do I live? Exploring maps. Identify cold places and hot places on a map.  Seasons and weather. | |
| **ELGs** | ELG: Past and Present Children at the expected level of development will:  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling.  ELG: People, Culture and Communities Children at the expected level of development will:  - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;  - 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;  - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  ELG: The Natural World Children at the expected level of development will:  - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;  - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | | | | | | | |
| Expressive Arts and Design | Self-portraits. | Designing a Christmas card. | | | Junk model emergency vehicles for people who help us. | | | Observational drawing  Make animal homes. | | | Colour mixing | | Make a 3D model of a map | |
| **ELGs** | ELG: Creating with Materials Children at the expected level of development will:  - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  - Share their creations, explaining the process they have used;  - Make use of props and materials when role playing characters in narratives and stories.  ELG: Being Imaginative and Expressive Children at the expected level of development will:  - Invent, adapt and recount narratives and stories with peers and their teacher;  - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and  – when appropriate  – try to move in time with music. | | | | | | | | | | | | | |
| Music  Charanga | Me | My stories | | | Everyone | | | Our world | | | Big Bear funk | | Reflect, rewind and replay | |
| RE  Cornwall RE scheme | Why is the word God so important to Christians? | Why is Christmas special for Christians?  Diwali | | | Why is Easter special for Christians? | | | Being special where do we belong? | | | Which places are special and why? | | Which stories are special and why? | |
| Computing  Barefoot computing curriculum for the early years. | Online Safety | Winter Warmers | | | Online safety | | | Springtime | | | Online safety | | Summer Fun | |