

Curriculum Long Term Plan – Reception

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Values | Sincerity | Knowledge | Respect | Productivity | Transparency | Excellency |
| Theme 1 | Let's Explore (3wks) | Marvellous Machines (3wks) | Ready Steady Grow (3wks) | Long Ago (3 wks) | Animal Safari (3wks) | On the Beach (3 wks) |
| Theme 2 | Build it up (2wks) | Puppets and Pop – Ups (2wks) | Signs of spring (2wks) | Stories and Rhymes (2 wks) | Creep, Crawl and Wriggle (2wks) | Moving On (2wks) |
| Trip | Avenue Park Walk | Legoland Windsor | Odds Farm | Gunnersbury Park Museum | Hanwell Zoo | Ruislip Lido |
| Visitor(s) | Bricker layer | Puppet show | Cooking different cultural food | Author | Minibeast workshop | Year 1 Transition |
| Qur'aan | Surah Fatihah Surah Naas Surah Falaq Surah Ikhlas | Surah Masad Surah Nasr Surah Kawthar Surah Quraish | Surah Humazah Surah Asr Surah Takathur Surah Qariah | Surah Adiyat Surah Zalzala Surah Qadr Surah Teen | Surah Inshirah Surah Kaafiroon Surah Maun | Surah Bayyina Surah Alaq |
| Arabic | My classroom Unit 1: Classroom objects Unit 2: Classroom furniture Unit 3: Classroom equipment | My classroom Unit 2: Colours Unit 3: Classroom language | Health and welfare: Food and drinks Unit 1: Familiar foods and drinks Unit 2: Asking for foods and drinks | Health and welfare: Food and drinks Unit 3: Expressing opinions about foods and drinks Unit 4: Describing foods and drinks | Home life and daily routines Unit 1: Numbers 11 – 30 Unit 2: Days Unit 2: Telling the time | Home life and daily routines Unit 3: Daily activities Rhymes and stories |
| Halaqah | Introduction to Aqeedah Tawhid Allaah Who are Muslims? What is Islam? | Introduction to Fiqh Taharah/ cleanliness/ hygiene Wudu Muslim Festivals and rituals 5 pillars Salaah Sawm/ Fasting Ka'bah | Introduction to Tarikh Islamic calendar /Muharram-the First Islamic Month. Prophet Adam - The first man Bilal Muslim beliefs about the Prophet Eesa Prophet Ibrahim and his test. Prophet Musa - his early life Prophet Nuh and his success | Introduction to Seerah Prophet Muhammad Love for the Prophet Sending salutations | Introduction to Hadith Using the miswaak No bullying Making good friends | Introduction to Adaab and Akhlaaq British values: Tolerance of people from other faiths and none Smiling and making salaam Positive body language and positive language Social inclusion Using the toilet Developing good character Consideration for others/Helping others Eating and drinking Adaab and Akhlaaq Punctuality and importance of time. |
| C&L | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>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.</p> <p>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.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> | <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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.</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>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.</p> | <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> | <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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.</p> <p>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.</p> | <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>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.</p> <p>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.</p> |

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| <p>PSED</p> | <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> | <p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Know which adults look after them and who to tell if they feel worried or scared.</p> | <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the impo</p> | <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> | <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> |
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| <p>PD</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Explore a range of tools and equipment to perform practical tasks safely, for example, cutting and joining.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> | <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in all cases.</p> |
| <p>L</p> | <p>Ourselves and our families: Literacy context: Lists and labels Key texts: Do you like? (<i>Hamilton Group Reader</i>) It's ok to be different by Todd Parr, Peace at Last by Jill Murphy, The Great Big Book of Families by Mary Hoffman Stories with repeating patterns repetitive chants and rhymes: Literacy context: Repetitive chants / rhymes Key texts: We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury, Little Rabbit Foo Foo by Michael Rosen Autumn leaves: Literacy context: Lists and labels Key texts: Leaf Man by Lois Ehlert Sharing the harvest: Literacy context: Lists, Labels and Oral Retelling Key texts: Pumpkin Soup by Helen Cooper Any version of The Enormous Turnip</p> | <p>Traditional tales about homes: Literacy context: Lists and labels Key texts: Billy Dogs Gruff (<i>Hamilton Group Reader</i>), Goldilocks (<i>Hamilton Group Reader</i>) Light and dark: celebrations of light at the start of winter: Guy Fawkes Bears in the night by Stan Berenstain Space: Literacy context: Lists, labels & captions Key texts: Whatever Next by Jill Murphy Toys in Space by Mini Grey Little Kids First Big Book of Space by Catherine D. Hughes Here Come the Aliens by Colin McNaughton Winter traditions: The Jolly Postman by Janet & Allan Ahlberg</p> | <p>Winter, snow, ice & dark nights: Literacy context: Captions & Instructions Key texts: <i>The Bear's Winter House</i> by John Yeoman <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson Dragons and Chinese New Year: Literacy context: Captions Key texts: Tell Me a Dragon by Jackie Morris <i>The Dragon Machine</i> by Helen Ward <i>The Race Across the River</i> (<i>Hamilton Group Reader</i>) <i>Chinese New Year (Holidays and Festivals)</i> by Nancy Dickmann Food and cooking: Literacy context: Lists, instructions and recipes Key texts: <i>Ketchup on Your Cornflakes?</i> by Nick Sharratt <i>The Giant Jam Sandwich</i> by John Vernon Lord <i>Mr Wolf's Pancakes</i> by Jan Fearnley A version of The Gingerbread Man</p> | <p>Pick up a Stick: Literacy context: Labels and captions Key texts: <i>Stanley's Stick</i> by John Hegley <i>Stick Man</i> by Julia Donaldson Dinosaurs: Literacy Context: Non-Fiction Texts and Stories Key texts: <i>Owls and Dinosaurs</i> (<i>Hamilton Group Reader</i>) <i>Dinosaur Roar</i> by Paul Stickland <i>The Dirty Great Dinosaur</i> by Martin Waddell <i>Linus the Vegetarian T. Rex</i> by R Neubecker Spring into Spring: Literacy Context: Captions, Labels, Non-Fiction Writing Key texts: <i>Wakey-Wakey</i> (<i>Hamilton Group Reader</i>) <i>Spring for the Birds</i> (<i>Hamilton Group Reader</i>) <i>The Odd Egg</i> by Emily Gravett <i>The Egg Drop</i> by Mini Grey A version of The Ugly Duckling</p> | <p>Animal Lifecycles: Literacy context: Labels, lists, simple report sequences Key texts: The Very Hungry Caterpillar by Eric Carle Caterpillars and Butterflies by Stephanie Turnball Tadpole's Promise by Jeanne Willis Growing Frogs, by Vivian French People who help us: Literacy Context: Captions, Greetings Cards & Letters Key texts: <i>Dog eat Dog</i> (<i>Hamilton Group Reader</i>) The Very Helpful Hedgehog by Rosie Wellesley Vet by Rebecca Hunter Dentist by Rebecca Hunter Firefighter by Rebecca Hunter Police Officer by Rebecca Hunter Superheroes: Literacy Context: Descriptive writing Key texts: Superheroes – All Sorts (<i>Hamilton Group Reader</i>) Eliot: Midnight Superhero by Anne Cottringer My Mum is a Supermum by Angela McAllister Superhero ABC by Bob McCleod Supertato by Sue Hendra</p> | <p>Growing Plants: Literacy context: Labels, lists, simple instructions Key texts: Grass for Tea! (<i>Hamilton Group Reader</i>) The Tiny Seed by Eric Carle Jasper's Beanstalk by Nick Butterworth Oliver's Vegetables by Vivian French Oliver's Fruit Salad by Vivian French Traditional Tales: Literacy Context: Letters, retelling traditional stories – with a twist A traditional version of Jack and the Beanstalk: Jim and the Beanstalk by Raymond Briggs A traditional version of Hansel and Gretel Transport and Travel: Literacy context: Lists, maps, recounts Key texts: You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck The Train Ride by June Crebbin The Hundred Decker Bus by Mike Smith Naughty Bus by Jan Oke</p> |

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| M | <p>Counting and naming numerals Ordering numbers; sequencing Partitioning to create number bonds Introducing time Exploring repetitive patterns Exploring and playing with symmetry Exploring and playing with 2-D shapes</p> | <p>Counting in 2s; even and odd numbers Comparing heights and numbers Beginning to record Number bonds One more and one less, up to 12</p> | <p>Counting and estimating Order and compare numbers Partition to create number bonds Say the number 1 more/ less Count on to add Count back to subtract</p> | <p>Comparing weights Measuring weights Time Coin recognition Explore and play with 3-D shapes</p> | <p>Teen numbers: 10 and some more Exploring 100 Number games Equivalence Bonds to 10 Counting on; 1 more/ less</p> | <p>Doubling and halving Fractions Measuring outside Telling the time Talking about shapes Sorting</p> |
| UW | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Sort and group materials and resources and talk about how they are similar or different. Make observations about the world around them. 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.</p> | <p>Use technology safely and respectfully with support from adults. Find out about and use a range of everyday technology. Use technology to record their work and ideas. Create simple programs. Explore the natural world around them, making observations and drawing pictures of animals and plants. Sort and group materials and resources and talk about how they are similar or different. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> | <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Make observations about the world around them. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Use technology to record their work and ideas. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p>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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Use technology to record their work and ideas. Discuss simple changes as they have grown from being a baby. Sort and group materials and resources and talk about how they are similar or different. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> | <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Create simple programs. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Use technology to record their work and ideas. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. Talk about the lives of the people around them and their roles in society.</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion. Discuss simple changes as they have grown from being a baby. Use technology to record their work and ideas.</p> |

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| EAD | <p>Share their creations, explaining the process they have used.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Use everyday products, stories, pictures, interests and experiences to inspire their creations.</p> | <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explore playing a variety of percussion instruments.</p> <p>Use pictures, interests and experiences to inspire their creations.</p> | <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Listen to a variety of music and sounds.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Sing a range of well known nursery rhymes and songs.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Share their creations, explaining the process they have used.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Explore artwork made by great artists.</p> <p>Share their creations, explaining the process they have used.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Explore artwork made by great artists.</p> <p>Listen to a variety of music and sounds.</p> <p>Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients.</p> <p>Test their ideas.</p> <p>Share their creations, explaining the process they have used.</p> |
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