



## Curriculum Long Term Plan – Reception

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Values</b>	Sincerity	Knowledge	Respect	Productivity	Transparency	Excellency
<b>Theme 1</b>	Let's Explore (3wks)	Marvellous Machines (3wks)	Ready Steady Grow (3wks) Winter Wonderland (6 week) or 3 weeks)	Long Ago (3 wks)	Animal Safari (3wks)	On the Beach (3 wks)
<b>Theme 2</b>	Build it up (2wks)	Puppets and Pop – Ups (2wks)	Signs of spring (2wks) Starry Night (3 weeks)	Stories and Rhymes (2 wks)	Creep, Crawl and Wiggle (2wks)	Moving On (2wks)
<b>Trip</b>	Avenue Park Walk	Legoland Windsor	Odds Farm	Gunnersbury Park Museum	Hanwell Zoo	Ruislip Lido
<b>Visitor(s)</b>	Bricker layer	Puppet show	Cooking different cultural food	Author	Minibeast workshop	Year 1 Transition
<b>Qur'aan</b>	Surah Fatihah <b>Juz Amma</b> Surah Naas Surah Falaq Surah Ikhas	<b>Juz Amma</b> Surah Masad Surah Nasr Surah Kawthar Surah Quraish	<b>Juz Amma</b> Surah Humazah Surah Asr Surah Takathur Surah Qariah	<b>Juz Amma</b> Surah Adiyat Surah Zalzala Surah Qadr Surah Teen	<b>Juz Amma</b> Surah Inshirah Surah Kaafiroon Surah Maun	<b>Juz Amma</b> Surah Bayyina Surah Alaq
<b>Arabic</b>	<b>Language Nut</b> Where I live	<b>Language Nut</b> Technology	<b>Language Nut</b> Food and drink	<b>Language Nut</b> More about food and mealtimes	<b>Language Nut</b> Animals, Colours, Sizes	<b>Language Nut</b> Our world
<b>Halaqah</b>	<b>Aqeedah</b> Allaah Who are Muslims? What is Islam?  <b>Adaab and Akhlaaq</b> Punctuality and importance of time. Toilet Smiling and making salaam	<b>Fiqh</b> Taharah Cleanliness/ Hygiene Festivals and rituals 5 pillars  <b>Adaab and Akhlaaq</b> Eating and drinking	<b>Tarikh</b> 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	<b>Seerah</b> Introduction to Seerah Prophet Muhammad Love for the Prophet Sending salutations  <b>Fiqh</b> Sawm - Fasting	<b>Hadeeth</b> No bullying Making good friends  <b>Fiqh</b> Kabah - Hajj	<b>Adaab and Akhlaaq</b> Positive body language and positive language Social inclusion Using the toilet Developing good character Consideration for others/Helping others

<p><b>C&amp;L</b></p>	<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><b>PSED</b></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 importance of healthy food choices.</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><b>PD</b></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. 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>
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L	<p><b><u>Ourselves and our families:</u></b>  <b>Literacy context:</b> Lists and labels  <b>Key texts:</b> 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  <b><u>Stories with repeating patterns repetitive chants and rhymes:</u></b>  <b>Literacy context:</b> Repetitive chants / rhymes  <b>Key texts:</b> We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury, Little Rabbit Foo Foo by Michael Rosen  <b><u>Autumn leaves:</u></b>  <b>Literacy context:</b> Lists and labels  <b>Key texts:</b> Leaf Man by Lois Ehlert  <b><u>Sharing the harvest:</u></b>  <b>Literacy context:</b> Lists, Labels and Oral Retelling  <b>Key texts:</b> Pumpkin Soup by Helen Cooper  Any version of The Enormous Turnip</p>	<p><b><u>Traditional tales about homes:</u></b>  <b>Literacy context:</b> Lists and labels  <b>Key texts:</b> 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  <b>Bears in the night by Stan Berenstain</b>  <b>Space:</b>  <b>Literacy context:</b> Lists, labels &amp; captions  <b>Key texts:</b>  <b>Whatever Next</b> 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  <b><u>Winter traditions:</u></b>  <b>The Jolly Postman</b> by Janet &amp; Allan Ahlberg</p>	<p>Winter, snow, ice &amp; dark nights: <b>Literacy context:</b> Captions &amp; Instructions  <b>Key texts:</b>  <i>The Bear's Winter House</i> by John Yeoman  <i>The Owl Who Was Afraid of the Dark</i> by Jill Tomlinson  <b>Dragons and Chinese New Year:</b>  <b>Literacy context:</b> Captions  <b>Key texts:</b>  <b>Tell Me a Dragon</b> 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  <b>Food and cooking:</b>  <b>Literacy context:</b> Lists, instructions and recipes  <b>Key texts:</b>  <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><b>Pick up a Stick:</b>  <b>Literacy context:</b> Labels and captions  <b>Key texts:</b>  <i>Stanley's Stick</i> by John Hegley  <i>Stick Man</i> by Julia Donaldson  <b>Dinosaurs:</b>  <b>Literacy Context:</b> Non-Fiction Texts and Stories  <b>Key texts:</b>  <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  <b>Spring into Spring:</b>  <b>Literacy Context:</b> Captions, Labels, Non-Fiction Writing  <b>Key texts:</b>  <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><b>Animal Lifecycles:</b>  <b>Literacy context:</b> Labels, lists, simple report sequences  <b>Key texts:</b>  <b>The Very Hungry Caterpillar</b> by Eric Carle  <b>Caterpillars and Butterflies</b> by Stephanie Turnball  <b>Tadpole's Promise</b> by Jeanne Willis  <b>Growing Frogs, by Vivian French</b>  <b>People who help us:</b>  <b>Literacy Context:</b> Captions, Greetings Cards &amp; Letters  <b>Key texts:</b>  <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  <b>Superheroes:</b>  <b>Literacy Context:</b> Descriptive writing  <b>Key texts:</b>  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><b>Growing Plants:</b>  <b>Literacy context:</b> Labels, lists, simple instructions  <b>Key texts:</b>  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  <b>Traditional Tales:</b>  <b>Literacy Context:</b> Letters, retelling traditional stories – with a twist  <b>A traditional version of Jack and the Beanstalk:</b>  Jim and the Beanstalk by Raymond Briggs  A traditional version of Hansel and Gretel  <b>Transport and Travel:</b>  <b>Literacy context:</b> Lists, maps, recounts  <b>Key texts:</b>  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>
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<p><b>UW</b></p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Sort and group materials and resources and talk about how they are similar or different. Make observations about the world around them.</p> <p>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><b>Purple Mash</b> <b>Digital Literacy</b> Technology around us</p>	<p>Use technology safely and respectfully with support from adults.</p> <p>Find out about and use a range of everyday technology. Use technology to record their work and ideas.</p> <p>Create simple programs. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</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.</p> <p><b>Purple Mash</b> <b>Digital Literacy</b> Hardware</p> <p><b>IT</b> Keyboard skills</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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.</p> <p>Make observations about the world around them.</p> <p>Create simple programs.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Use technology to record their work and ideas.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Purple Mash</b> <b>Digital Literacy</b> Safety and Privacy</p> <p><b>IT</b> Drawing skills</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.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Use technology to record their work and ideas.</p> <p>Discuss simple changes as they have grown from being a baby.</p> <p>Sort and group materials and resources and talk about how they are similar or different.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Purple Mash</b> <b>Computer Science</b> Robots</p> <p><b>IT</b> Quizzes</p>	<p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Create simple programs.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Use technology to record their work and ideas.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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><b>Purple Mash</b> <b>Information Technology</b> Sounds</p> <p><b>Digital Literacy</b> Using Purple Mash with an individual login</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Develop scientific knowledge through play activities, sharing stories and non-fiction books and discussion.</p> <p>Discuss simple changes as they have grown from being a baby.</p> <p>Use technology to record their work and ideas.</p> <p><b>Purple Mash</b> <b>Information Technology</b> Photography</p>
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<p><b>EAD</b></p>	<p>Share their creations, explaining the process they have used. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Use everyday products, stories, pictures, interests and experiences to inspire their creations.</p>	<p>Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore playing a variety of percussion instruments. 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. Share their creations, explaining the process they have used. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Listen to a variety of sounds. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Share their creations, explaining the process they have used. 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. Sing a range of well known nursery rhymes and songs. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Share their creations, explaining the process they have used. 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. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Test their ideas. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Explore artwork made by great artists. Share their creations, explaining the process they have used. 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. Listen to a variety of music and sounds. Explore and create using a wide range of materials and components, including upcycled materials, construction kits, textiles and ingredients. Test their ideas. Share their creations, explaining the process they have used.</p>
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