

Newport Reception Curriculum – Long Term Plan



**NEWPORT
COMMUNITY
SCHOOL
PRIMARY
ACADEMY**

	Newport Reception Curriculum – Long Term Plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Exploration	<p>LLL</p> <ol style="list-style-type: none"> Emotions Family & home Shape/Colour 	<p>How do we change? (historical)</p>	<p>Our local area (Geographical)</p>	<p>Toys (Historical)</p>	<p>Salty and Fresh Comparing our area with another place (Geographical)</p>	<p>The Natural World (Science)</p>
Hook back to LLL concepts	<ol style="list-style-type: none"> Food Space & prepositions Size and weight 	<p>Emotions Family & Home Food Size and weight</p>	<p>Home Space and prepositions</p>	<p>Family & Home Space and prepositions Size and weight Shape/colour</p>	<p>Family & Home Food Space and prepositions</p> <p>Language hook back Aut 2</p> <p>Road Village Town City Map Place Community</p>	<p>Space & prepositions Size and weight Shape/colour</p>
New vocabulary to be taught		<p>Relative Sibling Toddler Child Teenager</p>	<p>Road Street Village Town City Map Place Community</p>	<p>Toy Figure Doll Dice Board game Dominoes Jigsaw</p>	<p>River Ocean Estuary Beach Riverbank</p>	<p>Plant Grow Leaves Flowers Petals Root Seed</p>
Key texts Class teacher to select from list based on children's interests		<p>The truth about babies The very hungry caterpillar Titch</p>	<p>On my way home Window We're going on a bear hunt Billy goats gruff</p>	<p>Traction man Toys in space The lost toy museum Naughty bus</p>	<p>Welcome to our world On the way home Rosie's walk</p>	<p>A seed in need The Tiny Seed Bloom Oliver's vegetables</p>

		Owl babies My new baby Living with mum and living with dad – my two homes A handful of buttons	Our house In every house on every street A place called home: Look inside houses around the world Home The Can Caravan	Toys around the world The paper dolls	Three Billy Goat's Gruff.	The Gigantic turnip
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Literacy – word reading Little Wandle phonics	Reception Autumn 1		Reception Spring 1		Reception Summer 1	
	Phase 2 graphemes	New tricky words	Phase 3 graphemes	New tricky words	Phase 4	New tricky words
	Week 1 s a t p		Week 1 ai ee igh oa		Week 1 short vowels CVCC	said so have like
	Week 2 i n m d		Week 2 oo oo ar or	was you they	Week 2 short vowels CVCC CCVC	some come love do
Week 3 g o c k	is	Week 3 ur ow oi ear	my by all	Week 3 short vowels CCVCC CCVCV CCVCVC	were here little says	
Week 4 ck e u r	I	Week 4 air er	are sure pure	Week 4 longer words	there when what one	
Week 5 h b f l	the	Week 5 longer words		Week 5 root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today	
	Reception Autumn 2		Reception Spring 2		Reception Summer 2	
	Phase 2 graphemes	New tricky words	Phase 3 graphemes	No new tricky words	Phase 4	No new tricky words
	Week 1 ff ll ss j	put* pull* full* as	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling	Week 1 long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
	Week 2 v w x y	and has his her	Week 2 review Phase 3: er air		Week 2 long vowel sounds CCVC CCVCV CCV CCVCC	
	Week 3 z zz qu	go no to into	Week 3 words with double letters longer words		Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
	Week 4 sh th ng nk	she push* he of	Week 4 longer words words ending in -ing compound words		Week 4 root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
	Week 5	we me be	Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/		Week 5 root word ending in: -er, -est longer words	

Literacy - writing	Reception	Autumn 1	Autumn 2 – How Do We Change	Spring 1 – Our Local Area	Spring 2 – Toys	Summer 1 – Salty and Fresh	Summer 2 – The Natural World				
	Progression of texts for writing:	LLL	The Very Hungry Caterpillar – Eric Carle 	Owl Babies – Martin Waddell 	We're Going On A Bear Hunt – Michael Rosen 	On The Way Home – Jill Murphy 	Elmer: David McKee 	Dogger – Shirley Hughes 	The Rainbow Fish – Marcus Pfister 	Seaside – Shirley Hughes 	Little Red Riding Hood – Ladybird Favourite Tales 

<p>Maths</p>	<p>Match and sort Compare amounts Compare size, mass & capacity Exploring pattern Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language Representing numbers to 5 One more or less Shapes with 4 sides Time</p>		<p>Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2) 6, 7 & 8 Combining two amounts Making pairs Length & height Time (2) Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p>		<p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate Adding more Taking away Spatial reasoning 2 Compose and decompose Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p>	
<p>EAD Art DT Music Performance</p>	<p><i>It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</i></p> <p><i>At Newport, the children have access to creative opportunities through continuous provision. Music is taught discretely and the children are able to perform at various opportunities including the Christmas performance.</i></p> <p><i>Throughout the year, the children will use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Details of these will be shared on the learning explorations that are published on the website each half term.</i></p>					
<p>Understanding the World/Cultural capital</p>	<p><i>Teachers will choose to include experiences over the year that help support the children’s understanding of the world and develop their cultural capital. These will be chosen to link carefully with the learning exploration for the half term. They will also take into consideration the children’s current understanding to ensure that we are identifying what the children need to learn next.</i></p>					
<p>Opportunities to address Equality, Diversity and Inclusion (EDI)</p>		<p>How are we the same? How are we different? Is this ok? What am I responsible for? What are my responsibilities</p>	<p>How are the places we live in the same? How are they different? How do the places we live in differ from those other children</p>	<p>Do all children deserve to have toys? Do all children have access to toys? Are some toys not accessible to some children?</p>	<p>How important is the river/ocean to us? Is this different to other communities around the world?</p>	<p>Do all children have the same access to the Natural World? How does this compare within are local area, across the UK and across the world?</p>

		towards my peers? How can I look after people around me?	live in around the world?			
PSED/Jigsaw unit	Being me in my world Hook back to: - Emotions	Celebrating difference Hook back to: - Emotions - Houses and homes - Families	Dreams and Goals Hook back to: - Emotions	Healthy me Hook back to: - Emotions - Food - Families	Relationships Hook back to: - Emotions - Families - Houses and Homes	Changing me Hook back to: - Family
PD Gross and Fine Motor	<p><i>By creating games and providing opportunities for play both indoors and outdoors, staff will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.</i></p> <p><i>Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. We use our outdoor environment to ensure children have the opportunity to engage in activities that promote this</i></p> <p><i>Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Daily provision gives opportunities for the children to develop their fine motor control through repeated and varied opportunities to explore and play. These may be with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults. This allows children to develop proficiency, control and confidence.</i></p>					