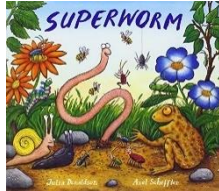
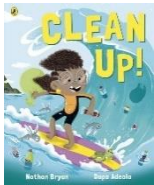




The Nethersole C of E Academy

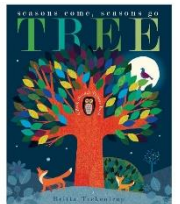
Reception -Long term Curriculum Plan 2023/2024

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>7 weeks 3 days (inc baseline)</i>	<i>7 weeks</i>	<i>5 weeks</i>	<i>5 weeks</i>	<i>7 weeks</i>	<i>7 weeks</i>
	<i>The below outlines are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests and therefore our LTP will be adapted accordingly throughout the year.</i>					
<b>Being Brave</b>  This is Me!  My Family  Where do I live?	<b>Let's Celebrate</b>  Diwali  Bonfire night	<b>Winter Near and Far</b>  Winter in Polesworth Winter around the World	<b>What Can We Grow?</b>	<b>Superheroes!</b>  Local heroes	<b>Blue Planet</b>	
Season Focus: Autumn	Season Focus: Autumn/Winter	Season Focus: Winter	Season Focus: Winter/Spring	Season Focus: Spring/Summer	Season Focus: Summer	
Key text: Incredible You  	Key text: Stardust  	Key text: The Storm Whale in Winter  	Key text: Jack and the Beanstalk  	Key text: Superworm  	Key text: Clean Up!  	

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<b>Supporting texts</b>	This Bear, That Bear We Are All Welcome The Paperdolls (Family) The Everywhere Bear The Day You Begin The Colour Monster Goes to School In Every House, On Every Street Our Town Funnybones	Tree It Was a Cold, Dark Night Rama and Sita Bonfire Night Guy Fawkes Diwali Lighting a Lamp Grandpa Christmas Lanterns and Firecrackers	The Snowflake The Story of Snow The Emperor's Egg And Tango Makes Three Penguins (Non-fiction) The Rainbow Bear	Busy Spring-Nature Wakes Up Jasper's Beanstalk The Gigantic Turnip Oliver's Vegetables The Extraordinary Gardner Bloom Look and Wonder: The Amazing Plant Life Cycle Story Little Red Hen The Easter Story	Supertato Mad About Minibeasts Superheroes Don't Get Scared A Superhero Like You	Seal Surfer Commotion in the Ocean Somebody Swallowed Stanley Little Turtle and the Sea The Big Book of the Blue The Proudest Blue Julian is a Mermaid
<b>Key poems, songs and rhymes</b>	Little Boy Blue Autumn leaves	Poppy, Poppy Twinkle, Twinkle		Hot cross buns	There was an old lady Sing a song of sixpence	A sailor went to sea
<b>Stunning Start</b>	Bring your teddy bear to school	Camp fire and Autumn poems/songs	Making boats	Letter from the Giant	Superhero day	Litter picking-local area conservation
<b>Fantastic Finish</b>	Organising a birthday party for teddy (Leads into Let's Celebrate)	Collaborative artwork-Bonfire Night theme	Creating a class book-Information text about Arctic animals	Plant sale to raise funds for new resources	Visit to the Fire Station	Art gallery Share with parents
<b>Key themes</b>	<ul style="list-style-type: none"> <li>The Nethersole Bear will be taken on the journey throughout the year to experience what the children do.</li> <li>A large map will be used to demonstrate the places children have visited both near and far and animals that would be found near and far.</li> <li>Children will learn about the changing seasons throughout the year. The text 'Seasons Come and Seasons Go' will be revisited every half-term.</li> <li>Children will have opportunities to learn about the local area throughout the year, supported by lots of visits into the community.</li> </ul>					



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<b>Phonics</b>	 <b>Little Wandle Letters and Sounds</b> We follow the systematic synthetic phonics program of “Little Wandle Letters and Sounds”. We begin teaching phonics as soon as the children start school and assess progress every 5 weeks. Daily ‘Keep Up’ sessions are put in place for children identified as not being on track.					
	<b>NCETM Mastering Number</b> In September 2022, we began participating in the NCETM Mastering Number Programme to implement Mastery in our Maths curriculum. We will also include Shape, Space and Measure into our curriculum.					
<b>Maths</b>	Compare size, Mass and Capacity. Exploring pattern.	Circles and Triangles Positional Language Shapes with 4 sides Time	Compare Mass Compare Capacity	Length & Height Time 3D shape Pattern	Spatial Reasoning 1/2 Match, Rotate, Manipulate Compose and decompose	Spatial Reasoning 3/4 Visualise and Build Mapping

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Enrichment	<p>Harvest Festival Bible stories read by Father Philip Familiarisation with our learning environment and school community. Weekly Forest School sessions</p> <p>Visit to Polesworth Library Visit from dentist/dental nurse</p>	<p>Diwali Remembrance Day Visit to Polesworth Abbey Visit to Baby Jesus at Polesworth Abbey Nativity production World Nursery Rhyme Week Family workshop-Winter celebrations (Warwickshire Family Learning). Christmas Flower arranging at Polesworth Abbey Carol service Visit to Indian restaurant</p> <p>Weekly Forest School sessions</p>	<p>Chinese New Year Chinese food tasting- local restaurant?</p> <p>Pancake Day</p> <p>Road Safety- Visit from Warwickshire</p> <p>Famous sailors</p> <p>Weekly Forest School sessions</p>	<p>Easter Service at Polesworth Abbey Mother's Day celebration Growing plants- Plant sale? Weekly Forest School sessions</p> <p>Visit to local shops- buying ingredients to make bread.</p>	<p>Wormery Visit to Kingsbury Water Park- minibeast hunting and pond dipping. Weekly Forest School sessions</p> <p>Family workshop-Spring celebrations (Warwickshire Family Learning).</p> <p>Visit to Polesworth Fire Station</p> <p>Local police officer to visit school</p>	<p>Sports day Transition time-time in Year 1 classroom/with new teacher</p> <p>Beach day</p> <p>Weekly Forest School sessions</p>

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<b>Gross Motor</b>	Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills					
	PE Focus-Body Management  Weekly PE session	PE Focus-Gymnastics  Weekly PE session	PE Focus-Dance  Weekly PE session	PE Focus-Games  Weekly PE session	PE Focus-Dance  Weekly PE session	PE Focus-Games  Weekly PE session
<b>Fine Motor</b>	Activities in CP Drawing lines/circles Develop whole hand grips through holding pencils/paintbrushes	Activities in CP Develop muscle tone for pressure on paper Show hand dominance Guide drawing/writing Teach/model correct letter formation	Activities in CP Begin to form letters correctly Handle materials/tools with increasing control Holding smaller items Cutting with scissors-straight lines	Activities in CP Pencil grip effective and comfortable. Letters formed correctly. Using one hand regularly. Cut straight and curved lines	Activities in CP Pencil grip effective and comfortable. Letters formed correctly	Activities in CP Forms letters correctly Colours inside lines Draws recognisable pictures Builds with smaller blocks
<b>EAD</b>	Drawing: Self portrait  Painting: Colour Study	Clay: Diva pots/vase (Clarice Cliff)	DT focus: Boats Modelling/building boats/ships-Titanic	DT focus; Cooking and Nutrition  Making fruit kebabs/smoothies	Printing and observational drawing:  Minibeasts	DT focus: Creating with a purpose- Underwater habitat  Recycled Art focus
<b>Key Artists</b>	Kandinsky	Van Gogh- Starry Night Georgia O'Keefe- Poppies	Jackson Pollock- Winter art	Van Gogh- Sunflowers	Lucy Arnold	Monet -The Sea at Sainte-Adresse  Matisse
<b>EAD- Music</b>	Charanga Scheme Each Unit of Work is supported by weekly lesson plans and assessment and has a crosscurricular/topic-based focus and a musical focus that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives.					
	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, rewind, replay

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<b>Key Enquiry questions</b>	<p><b>What makes me unique?</b>          Who am I?          What do I like to do?          What do I look like?          What is my body like?          What can my body do?          Who is in my family?          Where do I live?          Who is in my Nethersole family?          What does my home look like?          How have I changed since I was a baby?</p>	<p><b>What do celebrations mean to me?</b>          How do I celebrate my birthday?          How do other children celebrate special times?          Birthday/Diwali          Why are people wearing poppies?          How do I celebrate Christmas at home?          How do we celebrate Christmas at school?          Why do I celebrate Christmas?          How are Diwali and Christmas the same/different?          Why do we give and receive gifts?          How did I celebrate Christmas last year?</p>	<p><b>What happens in winter?</b>          What is the weather like in winter where we live? How is this different to Autumn?          What clothes do we wear in winter? How is this different to Autumn?          Where are the cold places in our world?          What would people wear in cold countries?          What animals live in cold places in the world?          How do animals survive in cold countries?          How do animals shelter in cold countries?</p>	<p><b>How do plants grow?</b>          What do plants need to grow?          What food can we grow?          Why do some plants not grow?          What plants grow in different countries?          Which vegetables do I like?          Which fruit do I like?          Why is it important that we eat healthy foods?          What foods are unhealthy?</p>	<p><b>What minibeasts can I find in the garden?</b>          What are minibeasts?          What do minibeasts look like?          Where can I find them in the garden?          Where can I find minibeasts in our school grounds/Forest School?    <b>Who helps me in my community?</b>          Who helps me at home?          Who helps me at school?          Who can help me in my community?          Who do I contact in an emergency?</p>	<p><b>How can we protect the ocean?</b>          What creatures live in the ocean?          What do they look like?          Where are the oceans?          What is pollution?          How can we help animals that live in the sea?    <b>How have holidays changed?</b>          Where have I been on holiday?          Where have my friends been on holiday?          How do we travel to holiday destinations?          Where did my parents go on holiday?</p>
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<p style="text-align: center; transform: rotate(-90deg);">Key vocabulary</p>	<p>Unique, Family, relations, home, appearance, body parts-more ambitious-elbow, shins, skull, ankle, knee, hip, chest, similar, different, special</p> <p>House, flat, bungalow, locality, detached, semi-detached, terraced, near, far</p>	<p>Celebration, tradition, Christmas, Diwali-Rama/sits/diva/rangoli, presents, gift, God, Jesus, Mary, Joseph, Stable, Nativity, journey, remember-Remembrance Day</p>	<p>Arctic, polar regions, icy, different, same, continent, North Pole, South Pole, adaptations, camouflage, climate</p> <p>vertebrate, invertebrate, omnivore, carnivore, herbivore, scales, feathers, fur, skins, extinct, habitat, diet, conversation, endangered, species, globe, map hibernation</p>	<p>Flowers, petals, stem, roots, seeds, soil, life-cycle, warmth, light, healthy, unhealthy, growth, wild, garden, deciduous, evergreen, trunk, branches, leaves, vegetables, fruit, blossom, water</p>	<p>insects-arachnid, habitat, colony, compost, worker, dark, damp, under, tunnel, slither, soil</p> <p>Community. Occupation, responsibility, rescue, care</p>	<p>Holiday, break, journey, beach, sea, ocean, land, pier, promenade, rock pools, jetty, crab, suitcase, luggage, passport, flight, atlas, globe, map, destination, travel, abroad, foreign,</p>
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JTW Prompts	Prompts: How am I special/unique? What do I look like? What are the parts of my face/body? How does my body help me learn about the world? How have I changed since I was a baby?  Seasonal changes-What can I see in Autumn?  How do I take a photo using an I-pad?  What is my home like?  My own special times (ongoing throughout the year)- birthdays/holidays/new pets/siblings  What is my favourite toy?  What toys did my parents/grandparents play with?	Prompts: How do I celebrate my birthday/ Bonfire night/Christmas? What traditions do my family have?  How can I remember?  How do other people celebrate?  Birthday/Bonfire Night/Christmas/Diwali  Who was Guy Fawkes?  How do I celebrate Christmas at home?  How do we celebrate Christmas at school?  How did we celebrate Christmas in Nursery?  What traditions do we have?  Seasonal changes-What can I see in Autumn/Winter?	Prompts: My own past and present-I remember... Past and present of my family members-My family can.. Families/communities/cultures/traditions. Drawing on what has been read. Seasonal changes-What can I see in Winter? What happens to animals in Winter? What can I see/feel touch when something freezes?  What can I see/feel touch when something melts?  What is it like to be a child in a different country?  Where are the cold places around the world? People's roles in society-Who has sailed on the sea? Ben Ainslie/Ellen MacArthur/Neil Armstrong Forces-how to make a boat move on water-blow/spray something etc Maps/globes of the world-Where can I find the sea? How can I make a boat sink/float?  Famous explorers- Robert Falcon Scott	Prompts: My own past and present-I remember when... Past and present of my family members-My family..  Families/communities/cultures traditions. Drawing on what has been read.  What different plants grow around the world?  How do plants grow? Lifecycles  Seasonal changes-What can I see in Spring?	Prompts: Families/communities/cultures /traditions- Understand the past through settings, characters and events encountered in books read in class and storytelling.  Seasonal changes- What can I see in Spring/Summer? People's roles in society- Who helps us in our community?  What buildings/things can I see on my way to school? Maps of local area	Prompts: Understand the past through settings, characters and events encountered in books read in class and storytelling  Where did my parents/Grandparents go on holiday?  Seasonal changes- What can I see in Summer? How is it different to Winter?  How do I make the world a safer space for animals?  Greta Thunberg/David Attenborough-looking after the environment.
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Ongoing UTW throughout the year	<p style="text-align: center;"><b><u>Seasons/Environment</u></b> Weather-sun/rain/drizzle/foggy/warm/icy/frosty/Season names Same/different</p> <p style="text-align: center;"><b><u>Living things/animals</u></b> Making observations and drawing pictures-Plants-growing/flowers/animals/seeds/soil/grow/respect Sorting opportunities</p> <p style="text-align: center;"><b><u>Materials-Changing states</u></b> Explore similar/different properties talk about changes they notice/Forces-PE/construction/playdough</p> <p style="text-align: center;"><b><u>Healthy eating</u></b> Healthy, unhealthy, balance, sleep, safe, bodies, exercise-discussions during PE/CP/Jigsaw</p> <p style="text-align: center;"><b><u>Investigations</u></b> Following children’s interests e.g. exploring ice in winter shadows/light/magnets/torches/mirrors What has happened? Why do you think that happened? What is the same/different? What can you see/hear/feel?</p>					
Forest School	Evergreen/deciduous trees, Light/dark shadows, Habitats of animals, Parts of plants and trees, Local area-shops/streets/geographical features-human/nature, Environment-conservation-responsibility for local area, Physical-moving logs etc/wellies/puddle suits, Forces-moving logs, Spatial awareness, Exploration/investigation-testing theories, Den building-collaborative, Changing of seasons/weather-identifying seasonal plants, Changing states-mud/ice etc, Effects of physical activity on their bodies					
PSED	In our everyday continuous provision, we aim to nurture relationships, recognise and identify our emotions and regulate our behaviour. To support our PSED we follow the PSHE/Health and Well-being whole school approach of Jigsaw					
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	Discovery RE Special People	Discovery RE Christmas	Discovery RE Celebrations	Discovery RE Easter	Discovery RE Story Time	Discovery RE Special Places
Technology	Computing in Early Years does not mean just using a computer-it can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children’s understanding of computing and it’s real world applications e.g. old laptops/keyboards/old mobile phones/plug in phones/typewriters/vintage coffee grinders/weighting scales/cars/watch/clock/wind up toys/toys with gears, levers, pulls, knobs or handles/an interactive whiteboard/cd player/headphones/voice recorder/light up vanity mirror/electrical microscope/lamp/beebots/torches/alarm clocks/microwave Role play pretend items-microwave/cooker/iron/washing machine/camera/fridge/drill/vacuum/television					

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