



# CURRICULUM LONG-TERM PLAN Autumn 1 25/26

## Reception – Friendships and Feelings



	Weeks 1 & 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
CLL	Launchpad for Literacy – <b>Auditory Memory</b> Follow the Sound/ Copy the Sound.	Launchpad for Literacy – <b>Auditory Memory</b> Simon Says.	Launchpad for Literacy – <b>Auditory Attention</b> Musical Bumps.	Launchpad for Literacy – <b>Visual Memory</b> Kim’s Game.	Launchpad for Literacy – <b>Sequential Visual</b> Memory Threading	Launchpad for Literacy – <b>Visual Discrimination</b> Busy Pictures.	Launchpad for Literacy - <b>Auditory Discrimination</b> Mrs Browning has box.
PSED	Being Me in My World - Who... me? Rules and routines of class.  Circle time – My family.	Being Me in My World – How am I feeling today?  Circle time – Feelings.	Being Me in My World – Being at school.  Circle time – Things about me.	Being Me in My World – Kindness.  Circle time – Being Kind.	Being Me in My World – Our rights.  Circle time – Saying sorry.	Being Me in My World – Our responsibilities.  Circle time – Who do I look after? / Who looks after me?	Being Me in My World – Who is important to me?  Circle time – My friends.
PD	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Introduce the Outdoor Area	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Introduce Dough Disco	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Fundamental skills with MFC Dough Disco Carousel - PE	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Fundamental skills with MFC Dough Disco Carousel - PE	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Fundamental skills with MFC Dough Disco Carousel - PE	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Fundamental skills with MFC Dough Disco Carousel - PE	Develop <ul style="list-style-type: none"> <li>• Body strength</li> <li>• Coordination</li> <li>• Balance</li> <li>• Agility</li> </ul> Develop small motor skills to use tools  Fundamental skills with MFC Dough Disco Carousel - PE

<b>Lit</b>	<u><b>Key Vocab</b></u> <ul style="list-style-type: none"> <li>• Front cover</li> <li>• Back cover</li> <li>• Author</li> <li>• Illustrator</li> <li>• Blurb</li> <li>• Name card</li> <li>• Characters</li> </ul> <p>Draw a picture of themselves on their first day at school and add name writing. Make notes of hand preference and pencil control.</p>	<p><b>Read and Re – read books to build up Understanding Enjoyment</b></p> <p>All about me sheet – talk to the children and fill in. Children to draw a picture of their family and themselves.</p>	<p><b>Read and Re – read books to build up Understanding Enjoyment</b></p> <p>House outline - Children to draw a picture of their family and themselves.</p>	<p><b>Read and Re – read books to build up Understanding Enjoyment</b></p> <p>Kindness Jar</p> <p>Kindness pictures – I am kind...</p>	<p><b>Read and Re – read books to build up Understanding Enjoyment</b></p> <p>Sequence the story 'Goldilocks and the 3 bears'.</p>	<p><b>Read and Re – read books to build up Understanding Enjoyment</b></p> <p><b>Blend sounds into words.</b></p> <p>What am I thankful for – Thankful tree</p>	<p><b>Blend sounds into words.</b></p> <p>Cvc/initial sound writing linked to the quality text</p>
<b>Quality Texts</b>	<p><b>Books:</b> Welcome – Axel Scheffler Starting School - Allan Ahlberg A Wild Walk to School – Rebecca Cobb</p>	<p><b>Books:</b> The Feelings Book -Todd Parr All about me – Todd Parr</p>	<p><b>Books:</b> It's Okay to be different/ Be who you are – Todd Parr</p>	<p><b>Books:</b> Kind – Axel Scheffler</p>	<p><b>Books:</b> It's Okay to make mistakes – Todd Parr/Goldilocks and 3 bears</p>	<p><b>Books:</b> Thank You - Jarvis</p>	<p><b>Books – The Mountain and the Cloud – Jana Curll</b></p>
<b>Maths</b>	<p>Subitising - <b>Subitise within 3</b> <b>Represent quantities on their fingers in different ways.</b></p>	<p>Cardinality, ordinality and counting. <b>Relate the counting sequence, seeing the last number spoken gives the number I the entire set.</b> <b>Develop their knowledge of the counting sequence,</b></p>	<p>Composition – <b>See that all numbers can be made of 1s.</b> <b>Compose their own collections within 4</b></p>	<p>Subitising <b>Practise using their fingers to represent quantities which they can subitise.</b> <b>Experience subsisting in a range of contexts.</b></p>	<p>Comparison – <b>Understand sets can be compared.</b> <b>Compare sets by looking</b></p>	<p>Counting, ordinality and cardinality – <b>Understand anything can be counted, including actions and sounds.</b> <b>Develop 1:1 correspondence.</b></p>	<p>Talk about measures and patterns -WRM <b>Explore pattern creating and representing patterns.</b></p>

		including through song and rhyme					
<b>UW</b>	<p>WRS</p> <p><b>Me and My Small World - Explore the National World Around them</b></p> <p><b>Lesson 1:</b> What am I? Farm animals</p>	<p>WRS</p> <p><b>Me and My Small World - Explore the National World Around them</b></p> <p><b>Lesson 2:</b> All about my body</p>	<p>WRS</p> <p><b>What's in my Basket -Explore the National World Around them</b></p> <p><b>Lesson 1:</b> Fruit and Vegetables.</p> <p><b>Secret Garden – investigate fruit and vegetables. Use magnifying glasses to look for them, discuss textures, chop and taste them.</b></p>	<p>WRS</p> <p><b>What's in my Basket - Explore the National World Around them</b></p> <p><b>Lesson 1:</b> Fruit and Vegetables.</p>	<p>WRS</p> <p><b>Senses - Explore the National World Around them</b></p> <p><b>Lesson 1:</b> Sounds</p> <p><b>Secret Garden-chn lay down and close their eyes. What can they hear? Discuss different sounds.</b></p>	<p>WRS</p> <p><b>Senses - Explore the National World Around them</b></p> <p><b>Lesson 2:</b> Smell and taste</p>	<p>WRS</p> <p><b>Let's Go Outside Explore the National World Around them</b></p> <p><b>Lesson 1:</b> Natural materials</p> <p><b>Lesson 2:</b> Changes to the environment</p> <p>How is Diwali celebrated?</p>
<b>EAD</b>		<p><b>Kapow Drawing – Marvellous Marks Investigate marks and textures. Develop small motor skills.</b></p> <p><b>Lesson 1 –</b> Mark making with wax crayons</p>	<p><b>Kapow Drawing – Marvellous marks Use and explore – felt tip pens and colour.</b></p> <p><b>Lesson 2 –</b> Mark making with felt tips.</p> <p><b>Kapow –</b> Vocal Sounds.</p>	<p><b>Kapow Drawing – marvellous marks Compare different marks. Develop body strength, agility, coordination and balance.</b></p> <p><b>Lesson 3 –</b> Mark making with chalks</p> <p><b>Kapow -</b> Body Sound.</p>	<p><b>Kapow Drawing – Marvellous marks Create a simple observational drawing. Develop the foundations of handwriting.</b></p> <p><b>Lesson 4 –</b> Observational pencil drawings</p> <p><b>Kapow -</b> Instrumental Sounds</p>	<p><b>Kapow Drawing – Marvellous marks Create a simple observational drawing. Develop the foundations of handwriting.</b></p> <p><b>Lesson 5 –</b> Drawing faces</p> <p><b>Kapow–</b> Environmental Sounds</p>	<p><b>Kapow Drawing - Marvellous marks Create a simple observational drawing. Develop the foundations of handwriting.</b></p> <p><b>Lesson 6 –</b>Drawing faces in colour</p> <p><b>Kapow –</b>Nature Sounds</p>

<p><b>Sounds</b> <b>Write</b></p>			<p><b>Unit 1</b> Skills: To segment, blend and manipulate sounds in words with the structure VC and CVC.</p> <p>Knowledge: To know that letters are symbols that represent sounds.</p> <p><u>s a t m</u></p>	<p><b>Unit 1</b> Skills: To segment, blend and manipulate sounds in words with the structure VC and CVC.</p> <p>Knowledge: To know that letters are symbols that represent sounds.</p> <p><u>s a t m i</u></p>	<p><b>Unit 2</b> Skills: To segment, blend and manipulate sounds in words with the structure VC and CVC.</p> <p>Knowledge: To know that letters are symbols that represent sounds.</p> <p><u>n o p</u></p> <p><u>HFW</u> is, a</p>	<p><b>Unit 2</b> Skills: To segment, blend and manipulate sounds in words with the structure VC and CVC.</p> <p>Knowledge: To know that letters are symbols that represent sounds.</p> <p><u>n o p</u></p>	<p><b>Unit 3</b> Skills: To segment, blend and manipulate sounds in words with the structure VC and CVC.</p> <p>Knowledge: To know that letters are symbols that represent sounds.</p> <p><u>b c</u></p> <p><u>HFW</u> the, l</p>
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