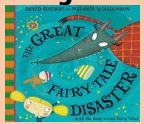
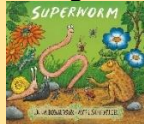
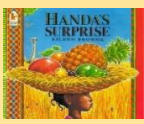


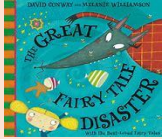
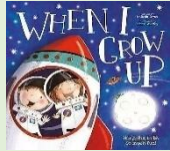
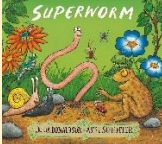
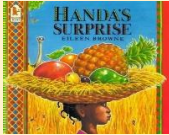
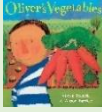
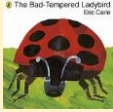
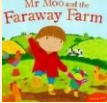
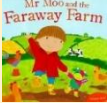


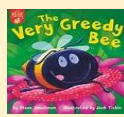
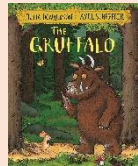
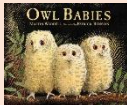
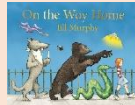
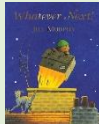
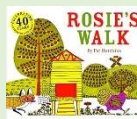
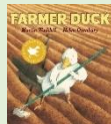
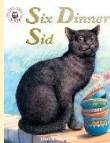
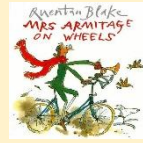
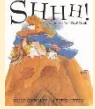
Franché Community Primary School

Reception's Long-Term Curriculum Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes <i>NB: Please not that these themes may be adapted at any point to meet the children's needs and allow the planning to follow children's interests</i>	Where Do I Belong?  - Understanding who we are (appearance, likes/dislikes, family, friends etc) - Exploring differences within families - How to respect others even if their view/likes/interests are different to our own - Where do we belong? - Team work / friendship	Once Upon A Fairy Tale  - Learning fairy tales and exploring the differences between characters and settings - What is our community like? What does it look like? - Basic map skills (drawing and using) - Exploring our local area - Drawing a map for Father Christmas to get to Franché	When I Grow Up  - Different occupations and aspirations - People who help us (doctors, fire fighters, vets, dentist etc) - Aspirational jobs (paleontologist, marine biologist etc) - How to achieve your goals and dreams and have a growth mindset - Reflecting on how I have changed over time	A Veggie Adventure  - Teaching the Evil Pea how to be respectful - Understanding and demonstrating the Franché Values - What is right and wrong? - General understanding of growth and growing plants/vegetables - Where does our food come from?	The Creepy Crawly Crew  - Understanding how to care for the world and bugs around us - Learn key facts about minibests - Begin to explore habitats - Categorize different creepy crawlies - Showing nurture to living things (including flowers and plants)	Our Wonderful World  - Comparing our community to Handa's - What does the world look like outside of Kidderminster / England? - Similarities and differences in people, places and beliefs - Exploring other cultures - Teaching Handa all about where we live and how it is so different to where she lives in Africa
Igniter	Video of a little girl saying there is an octopus on top of her neighbours' house. Receive a parcel from the little girl containing the story of Octopus Shocktopus and questioning where the octopus belongs.	Discuss the wolf imposter on the last page of the Octopus Shocktopus book. Children receive the next topic book from the Octopus to say 'thank you' for accepting his differences. Each week the story box contains items from the new fairytale igniting a new fairy tale.	Video of teachers pretending to be children talking about what they want to be when they grow up. "When I grow up I want to be a ____". Topic song to be playing in the background of the video 'When I Grow Up' – Matilda.	Video of the Evil Pea freeing Mr Pickles from his cage. Week 2 mini ignitor – Evil Pea crime scene in the central area where lots of vegetables have been trapped and caught by the Evil Pea. What can we do to help the Evil Pea make better choices?	Footage of Forest Cam showing people being disrespectful to bugs. Can we come up with a way to encourage people to respect creepy crawlies? Do we know information about bugs to be part of The Creepy Crawly Crew?	Receive a video showing a bottle being washed up on the shore of a beach. Inside the bottle there are some clues about where the beach is. Take a closer look at the contents of the bottle to try and work out where this beach could be and why we have seen a video of it!

Culminator		Children to work together to create a jumbo Octopus in the central area with messages about self-love. This will be displayed throughout the rest of the year as a reminder about what makes them special and unique.	After learning about four different fairy tales we will read the book of the Jolly Christmas Postman who will give us some special Christmas jobs to complete. The final job is helping Father Christmas find Franche / Kidderminster ready for Christmas Day.	When I Grow Up Day – everyone to come in dressed as what they want to be when they grow up. Weather dependant – parade on the Lower School Playground to show everyone our aspirations. Social Media video to be made and shared too.	Teaching the Evil Pea the Franche values so that he can be a respectful vegetable. Learning and performing the Pea Plant song and finally watching a video of the Easter Pea with Mr Pickles – it looks like our advice paid off!	Create a Creepy Crawly Crew song to share with family and friends so everyone knows how to respect the world around us. Invite parents/carers in to school for a Fact Book Festival to celebrate our successes!	Send a postcard to Handa from Kidderminster so she knows where we live and what it is like in our community. Film us re-telling her story. Receive a message back from Handa to thank us.
Key Topic Related Vocabulary <i>*Franche values in red</i> <i>For more information about vocabulary in EYFS please see our vocabulary progression document on the school website</i>		Star words: Different, family, hobbies, belong, Franche values, octopus, respect Shooting star words: Unique, neighbour	Star words: Community, environment, setting, travel, map, fairy tale Shooting star words: route, direction,	Star words: Aspiration, job, enjoyment, growth mindset, Shooting star words: Occupation, persevere	Star words: Respect, value, grow, vegetable, root, seed, change, nurture, health Shooting star words: Harvest, sowing	Star words: Minibeast, insect, habitat, antenna, life cycle, different, chrysalis Shooting star words: Compare, camouflage, herbivore, carnivore	Star words: World, country, compare, community, environment, Africa, rainforest, village Shooting star words: Culture, continent, canopy
Reading <i>These are the key texts & poems however the children will be exposed to many more during each half term.</i>	Reading Spine Overarching Topic Text (Shelf 1)	Octopus Shocktopus - Peter Bentley 	The Great Fairy Tale Disaster - David Conway 	When I Grow Up - Melanie Joyce 	Supertato - Sue Hendra 	Superworm - Julia Donaldson 	Handa's Surprise - Eileen Browne 
	Reading Spine Topic Related (Shelf 2)	Super Duper You <i>by Sophy Henn</i> 10 Little Fingers and 10 Little Toes <i>by Helen Oxenbury</i> The Perfect Fit <i>by Naomi Jones and James Jones</i>   	The Jolly Christmas Postman <i>by Janet Ahlberg</i> The Three Little Pigs <i>by Nicola Baxter</i> Martha Maps It Out <i>by Leigh Hodgkinson</i>   	Zog & The Flying Doctors <i>by Julia Donaldson</i> Look Up! <i>By Nathan Bryon</i> What Will I Be? <i>By Frances Stickley</i>   	The Runaway Pea <i>by Kiartan Poskitt</i> Oliver's Vegetable <i>by Vivian French</i> Before we Eat – From Farm to Table <i>by Patt Brison</i>   	My Butterfly Bouquet <i>by Nicola Davies</i> The Bad Tempered Ladybird <i>by Eric Carle</i> The Very Greedy Bee <i>by Steve Smallman</i>   	The Rainforest Explorers The Ugly Five <i>by Julia Donaldson</i> Mr Moo and the Faraway Farm <i>by Julia Seal</i>   

							
	Reading Spine Pie Corbett (Shelf 3)	The Gruffalo by Julia Donaldson 	Owl Babies by Martin Waddell On The Way Home by Jill Murphy  	Whatever Next by Jill Murphy Mr Gumpy's Outing by John Burningham  	Rosie's Walk by Pat Hutchinson Farmer Duck by Martin Waddell  	Six Dinner Sid by Inga Moore Mrs Armitage on Wheels by Quentin Blake  	Handa's Surprise by Eileen Browne Goodnight Moon by Margaret Wise Brown Shhh! By Sally Grindley   
	Poem	Poem- I Am Special, I Am Me	Poem- Christmas Colours	Poem- A Squash and a Squeeze	Poem-Pea Plant Song	Poem-Minibeast Feast	Poem-To The Farm
	Reading for pleasure	- Parent/carer reading mornings (every week once the children have settled) - Borrow boxes for children to choose a special book that can be shared at home and then returned - Reception library in our central area - Reading buddy characters that go home from Monday-Friday to listen to the children's reading - RED displays in every classroom to celebrate Reading Every Day - RED readers celebrated via our Facebook page - RED children shared at reading morning to celebrate with parents/carers - Inviting reading areas in each classroom and the outdoor learning environment - Books in all areas of provision and not just limited to reading areas - Time to read with buddies in Year 5 - Purpose built reading shed to promote reading in our outdoor area - Visits to school library - External visit from the local library team - Signposting parents to events at the local library - Links to weekly texts sent via the weekly newsletter - Taking part in Nursery Rhyme week - Performance poetry to friends/family/buddies etc - Active engagement in Franche's World Book Day 'Franche Fest' - Teachers modeling how to create own story using props as inspiration - Collins E-books scheduled each week to enjoy an e-book at home					
Enrichment	Regular Enrichment Opportunities	- Weekly forest school sessions - Weekly swimming lessons - Weekly PE lessons - Writing competition - Time with Year 4 buddies - Teaching Children to Listen sessions - Christmas Production rehearsals - Nursery rhyme week - Selfie-Elfie festival - Weekly Kixx sessions		- Weekly forest school sessions - Weekly swimming lessons - Weekly PE lessons - Writing competition - Time with Year 5 buddies - Music with specialist teacher - Kixx lunchtime learning sessions		- Weekly forest school sessions - Weekly swimming lessons - Weekly PE lessons - Writing competition - Time with Year 5 buddies - Music with specialist teacher - Kixx lunchtime learning sessions - Sports Day practice	
	Visitors, Visits & Experiences	-Home visits for new children -Meet Year 4 buddies -African drumming assembly	-Lesson about money with Anne Medler (HSBC) -Christmas Jumper Day! -Christmas Dinner Day!	-Video from police officers -PCSO visit -Fireman visit -Nurse visit -Animal man visit	-Church assembly -Video or visit from a farmer to teach us about farming foods	-Church assembly -Visit either to or from a local church -Bug hunt in the local community (White Wickets)	-School trip to a farm (focusing on the animals there in comparison to those in Africa)

		-Local walk in our community -NSPCC stay safe and speak out assembly	-PTA Christmas Fair - Pudsey Bear visit - Virtual Pantomime - Visit from Santa	-Visit to the school kitchen -'When I Grow Up' parade -Children's Mental Health Week -NSPCC Number Day	-World Book Day – Franche Fest -Red Nose Day -Earth Day -Reception fundraiser	-Visit from Jodie/Dan to talk about bugs in the forest -Learning and performing The Creepy Crawly Crew song	-Lesson about money with Anne Medler (HSBC) -Transitions to Y1 (story time sessions, full morning and casual drop ins) -Sports Day!
	Parental Engagement	Settling in session on TED Class Harvest Assemblies Parents Evening	Reading Mornings (weekly) Christmas Productions	Reading Mornings (weekly) Reception Questionnaire 'When I Grow Up' day parade	Reading Mornings (weekly) The Supertato Showcase Parents Evening	Reading Mornings (weekly) Reception's Creepy Crawly Crew Fact Book Museum	Reading Mornings (weekly) Sports Day Annual reports & drop in
		Phonics workshop– Phase 2 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>		Phonics workshop– Phase 3 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>		Maths workshop– Phase 3 <i>(parent information session then children join to share ideas for supporting phonics at home)</i>	
Prime Areas	Transition (PSED)	• Reception 'Meet The Teacher' evening • Stay and play session with parents/carers • Stay and play sessions (x3) in new classroom whilst parents/carers are invited to attend workshop (main topics - maths/phonics/SALT/general Reception information/behaviour) • External Nursery visits and thorough handovers with current settings • Internal pre-school key worker meetings and thorough handovers • Postcard and little gift from new teacher • Teacher 'all about me' fact file and special poem about starting school • 'Meet The Teacher Day' across whole school • Home visits for children from external setting • 'Preparing for Reception' brochure • 'Reception at Franche' information brochure • Support and recommendations via the website					
	Personal, Social & Emotional Development	We will be learning about: - Making relationships and playing collaboratively - Class Dojo and earning Dojo points - The Franche values and classroom rules - Following instructions and learning the listening rules - Beginning to understand how we have changed - Building confidence to talk about own self, family and their own home - Stranger danger and what to do if you feel scared - Exploring how to understand and express emotions - Good manners and being respectful citizens - Celebrating differences - Trusted adults and how to find them - How to stay healthy		We will be learning about: - How we work together as a team/family - Dental hygiene and its importance - How we look after ourselves to stay healthy - Understanding how to stay safe (inside, outside, swimming etc) - Having a growth mindset when working independently and collaboratively - Setting goals and working towards achieving them - Repairing situations between friends (inside and outside the classroom)		We will be learning about: - Exploring others perspectives and respecting these - The transition to Year 1 – what this will look like, how the children feel, any questions they might have etc - Comparing how others live, their communities and how these are different to our own. Celebrate these differences! - Resolving conflicts with confidence and ease - How to control immediate impulses and wait for what they want - Showing resilience and perseverance in the face of challenge - How to be a team member during Sports Day	
	Physical Development	Gross motor – PE (fundamentals) Weekly swimming Outdoor learning area Use of tyres and trim trail Transcription Time (gross motor skills)	Gross motor – PE (dance) Trim trail Outdoor gym Weekly swimming Outdoor learning area Fine motor –	Gross motor – PE (gymnastics) Trim trail Weekly swimming Outdoor learning area Fine motor – Transcription Time	Gross motor – PE (gymnastics) Trim trail Weekly swimming Outdoor learning area Fine motor – Transcription Time	Gross motor – PE (ball skills) Trim trail Weekly swimming Outdoor learning area Fine motor – Transcription Time	Gross motor – PE (sports day prep) Trim trail Weekly swimming Outdoor learning area Fine motor – Transcription Time

Specific Areas		Fine motor – Weekly fine motor challenge in continuous provision (linked to topic and framework)	Scissor control Transcription Time Weekly fine motor challenge in continuous provision (linked to topic and framework) Fine motor intervention	Weekly fine motor challenge in continuous provision (linked to topic and framework)	Weekly fine motor challenge in continuous provision (linked to topic and framework)	Weekly fine motor challenge in continuous provision (linked to topic and framework)	Weekly fine motor challenge in continuous provision (linked to topic and framework)
	Communication & Language	- WellComm baseline assessment completed in September - Interventions all year to support language skills - Teaching Children to Listen intervention (all children) - Word Aware approach (weekly concepts taught through Concept Cat). Word Wizard poster is generated and displayed each week - Continuous provision planned to enhance language skills (imagine and recreate roles, new concepts, topic vocabulary) - New Exciting Word Wall displayed in each classroom - Language rich environments - Star and Shooting Star words linked to topic vocabulary – taught and embedded throughout each topic. Visuals used to support the teaching of these words - Visual representations used in environments alongside the written word (labels etc) - Visual timetable and Now & Next boards (when appropriate)					
	Literacy RBA statutory assessment	We will be learning to: -Write own name independently -Give meaning to marks -Begin to form letters correctly -Hear and say the initial sound in words -Use text to communicate -Write CVC words using phase 2 knowledge		We will be learning to: -Write own name independently -Spell words by identifying the phoneme and then writing the corresponding grapheme -Use finger spaces when writing -Write captions whilst applying phase 3 phonic knowledge		We will be learning to: -Confidently form most letters correctly -Write simple sentences that can be read by themselves and others -Begin using forms on punctuation (capital letter and full stop) -Re-read what they have written to check that it makes sense	
		Context: Mark making... - drawing self portrait - name writing - drawing family members Labelling initial sound of... - hobbies and interests - family members - likes and dislikes - celebrating differences	Context: Labelling... - a story map - characters and settings from fairy tales - Santa's workshop - a Christmas list to Father Christmas <i>Talk For Writing – The Three Little Pigs</i>	Context: 2-3 word captions about... - emergency vehicle - what can be seen in the workshops / waiting areas - doctor's medical bag - animals at the vets	Context: Short captions about... - captured vegetables - wanted posters - positional language of where the Evil Pea is - speech bubble - comic strip writing <i>Talk For Writing – Supertato!</i>	Context: Sentence writing about... - how to respect bugs - comparing bugs (legs, wings etc) - minibeast riddles - creepy crawly fact files along with illustrations	Context: Sentence writing about... - where Handa lives - describing African animals - recount from farm trip - information about Kidderminster for Handa - senses poems - reflecting on the Reception year for annual reports <i>Talk For Writing – Handa's Surprise</i>
	Phonics: Little Wandle 	Phase 2 – s a t p i n m d g o c k c k e u r h b f l Tricky words – is I the	Phase 2 – ff ll ss j v w x y z zz qu sh sh th ng nk Words with s/ss at the end Words ending in s/z Tricky words –	Phase 3 – ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words Tricky words –	Phase 3 – ai ee igh oa oo oo ar or ur ow oi ear air er Double letters Longer words Tricky words –	Phase 4 – Short vowel sounds Longer words Compound words Root words ending in ing/ed/est Tricky words –	Phase 4 – Long vowel sounds Phase 4 words ending in s Phase 4 words ending in z Phase 4 words ending in es Longer words Root words ending in ing/ed

	<i>For more information, please see our phonics overview.</i>		put* pull* full* as and has his her go no to into she he of we me be	was you they my by all are sure pure	was you they my by all are sure pure	said so have like some come love do were here little says there when what one out today	Tricky words – Review all taught so far Secure spelling of tricky words
	Maths <i>For more information, please see the overview for mastering number</i>	RBA (statutory) Mastering Number baseline We will be learning to: -Subitise within 3 -Develop counting skills -Explore how all numbers are made of 1s -Explore composition of 3 and 4 -Subitise objects and sounds -Compare sets just be looking	We will be learning to: -Develop counting skills -Focus on the ‘five-ness of 5’ -Compare sets (by matching) -Use the language of comparison -Explore ‘part’ and ‘whole’ -Explore the composition of 3, 4 and 5 -Practise object counting -Match numeral to quantity within 10 -Verbally count beyond 20	We will be learning to: -Subitise within 5 -Match numerals to quantities within 5 -Counting (ordinality and the staircase pattern) -Focus on 5, 6 and 7 (as 5 and a bit) -Compare sets and use language of comparison -Make unequal sets equal	We will be learning to: -Focus on the staircase pattern and ordering numbers -Focus on ordering of numbers to 8 -Using language of less than -Focus on 7 -Doubles (explore how some numbers can be made with equal parts) -Sorting numbers according to attributes (odd and even numbers)	We will be learning to: -Counting (larger sets and things that cannot be seen) -Subitising (to 6 and including structured arrangements) -Composition (5 and a bit) -Composition of 10 -Comparison (linked to ordinality)	We will be learning to: -Subitise to 5 -Exploring the rekenrek -Automatic recall of number bonds to 5 -Composition of numbers to 10 -Comparison -Number patterns -Counting
	KIRFS	Recite number names in order to 20.		Say 1 more than a given number up to 10		Recall number bonds of numbers 0-10, including partitioning facts.	
Understanding Of The World	- Seasonal changes - Exploring our community and environment (how is this different to where Octopus Shocktopus belongs?) -Learn about marine biologists Past & Present - Who is in your family? Naming and describing familiar people - Explore treasure chest of old toys. How are they different?	- Seasonal changes - Look at the setting of stories - Drawing and looking at a simple map - Understanding where we live in the world Past & Present -The Christmas Story	- Seasonal changes - Who helps us in our community? - How can we care for the community and world around us (recycling, eco etc) - Understanding that everyone has an impact on the world - Knowing that every job is important RE Rainbow Fish - What makes a good friend? - Where do we belong? - Times we feel special - Different ceremonies - Remembrance Day - Bonfire night - Diwali	- Seasonal changes - Exploring changes in local environment – seasons and describe physical changes happening outside - Planting seeds - Where would we find Babytato? - Explore what is grown on farms - Observing cress growing – photos, monitor changes etc - Experiment - which potato will roll the furthest? RE Rainbow Fish - What makes a good friend? - Where do we belong? - Times we feel special - Different ceremonies - Remembrance Day	- Seasonal changes - Exploring our natural environments - Minibeast hunt - Taking care of bugs - Lifecycles - changes over time - Sorting/classifying minibeasts - Best materials to build a bug hotel (then plan and build) RE Unit 5 Which places are special and why? - Exploring different special places - Sam Guille (church) visit Past & Present - Monitor the growth of our class caterpillars. How	- Seasonal changes - Food tasting fruits that are grown in Africa - Comparing African animals and UK animals - Exploring the differences between UK – Africa (inc rainforests). Using our senses RE Unit 5 Which places are special and why? - Exploring different special places - Sam Guille (church) visit Past & Present - Review the changes in our lives so far. Looking forward at what will happen next (transitions to Y1)	

			Past & Present: Explore fire fighters in history. How has life changed (uniform, equipment etc)?	- Bonfire night - Diwali Past & Present - How has Supertato changed? Compare to how we have changed reviewing our knowledge - Easter story	have they changed since we first got them? What has happened in their life cycle?	
Expressive Arts & Design	Creativity - Collage class octopus - Choosing colours for a purpose - Drawing & painting self portrait - Gaining confidence for self-selecting resources - Building structures (houses) with different resources - Design and create octopus themed snack - Develop storylines and narrative in their pretend play – Use of role play areas in each classroom Music - Singing familiar songs (harvest assembly & topic song)	Creativity Artist: Paul Klee Skill: Making castles out of shapes Create props for Christmas production - Christmas cards for family and the local community - Calendar making Music -Singing familiar songs (Christmas songs) - Learning actions/dances for Christmas Production	Creativity DT Engineer week - Design and create rocket - Design and create flag to land on the moon Artist: Kandinsky Music - Performing for 'When I Grow Up Day' parade -Use different resources to make music	Creativity - Life drawing of plants - Playdough chicks - Making own Supertato character - Colour mixing - Design and create Supertato character Music -Singing familiar songs -Engage in making music then performing	Creativity - Observational drawings of minibeasts - Painting butterflies - Natural minibeasts - Design and create bug hotel Music -Singing familiar songs (Spring & minibeast songs) -Choose particular movements and instruments to respond to music	Creativity - Observational drawings of African animals - Exploring the artist Vincent Vangough – painting forests - Exploring our school grounds to find different textures Music -Choose particular movements and instruments to respond to music