

Long Term Curriculum Overview Year: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Holybrook Curriculum Theme	Ourselves	If You Go Down To The Woods Today.....	Polar Regions and the Animals	Handa's Surprise and Stories From Other Cultures	Spring and Growth	In a Kingdom Far, Far Away...
English	Shark in the Park A range of stories around Ourselves Enjoys a range of books Name recognition and writing. Forming recognisable letters, labelling initial sounds	Little Red Riding Hood Goldilocks and the Three Bears The Gruffalo Stickman Name recognition and writing. Forming recognisable letters, writing labels and captions	Lost and Found Penguins in the Fridge How big is a million? Poles Apart	Handa's Surprise Mama Panya's Pancakes The Runaway Chapatti The Gingerbread Man	Jack and the Beanstalk Jack and the Incredibly Meanstalk Bee and Me	The King's Hat The Queen's Handbag Paddington Zog
Maths	<p>Getting to know you (2 weeks - baseline)</p> <ul style="list-style-type: none"> Establish maths through routines (tens frame buses, 100 days in school, calendar activities) <p>Match, Sort & Compare (2 weeks)</p> <ul style="list-style-type: none"> Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts <p>Talk about measure and patterns (2 weeks)</p> <ul style="list-style-type: none"> Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns <p>Create simple patterns</p>	<p>It's Me 1, 2, 3 (2 weeks)</p> <ul style="list-style-type: none"> Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3 <p>Circles and triangles (1 week)</p> <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position <p>1, 2, 3, 4, 5 (2 weeks)</p> <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 <p>Shapes with 4 sides (1 week)</p> <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night 	<p>Alive in 5 (2 weeks)</p> <ul style="list-style-type: none"> Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 <p>Mass and Capacity (1 week)</p> <ul style="list-style-type: none"> Compare mass Find a balance Explore capacity Compare capacity <p>Growing 6, 7, 8 (2 weeks)</p> <ul style="list-style-type: none"> Find 6, 7 and 8 Represent 6, 7, and 8 1 more 1 less Composition of 6, 7 and 8 Make pairs-odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising <p>Length, Height and Time (1 week)</p> <ul style="list-style-type: none"> Explore length Compare length Explore height Compare height Talk about time <p>Order and sequence time</p>	<p>Building 9 and 10 (3 weeks)</p> <ul style="list-style-type: none"> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd <p>Explore 3D shapes (2 weeks)</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns <p>Patterns in the environment</p>	<p>To 20 and beyond (2 weeks)</p> <ul style="list-style-type: none"> Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns <p>How many now? (1 week)</p> <ul style="list-style-type: none"> Add more How many did I add? Take away How many did I take away? <p>Manipulate, compose and decompose (2 weeks)</p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures <p>Find 2D shapes within 3D shapes</p>	<p>Sharing and grouping (2 weeks)</p> <ul style="list-style-type: none"> Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles <p>Visualise, build and map (3 weeks)</p> <ul style="list-style-type: none"> Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations <p>Make connections (1 week)</p> <ul style="list-style-type: none"> Deepen understanding Patterns and relationships

<p>Science</p>	<p>Substantive knowledge</p> <p>Know who members of their immediate family and community are.</p> <p>Name and describe people who are familiar to them.</p> <p>In autumn some leaves change colour.</p> <p>In autumn some leaves fall off trees.</p> <p>In autumn the temperature becomes cooler.</p> <p>Common misconceptions</p> <p>Some children may think:</p> <ul style="list-style-type: none"> sons look like their fathers and daughters look like their mothers. 	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Pattern seeking</p> <ul style="list-style-type: none"> Are taller children faster? Are taller children stronger? <p>Researching using secondary sources:</p> <ul style="list-style-type: none"> Find out information from familiar people in their lives. <p>Apparatus and techniques</p> <ul style="list-style-type: none"> To compare height. <p>Data analysis</p> <p>Sort images of people according to their characteristics</p> <p>Simple charts can represent their findings.</p> <p>Classification:</p> <ul style="list-style-type: none"> Name and describe plants and animals they find in the school grounds <p>Explain findings</p>	<p>Substantive knowledge</p> <p>In autumn some leaves change colour.</p> <p>In autumn some leaves fall off trees.</p> <p>In autumn the temperature becomes cooler.</p> <p>Conkers grow on horse chestnut trees.</p> <p>Conkers fall from horse chestnut trees.</p> <p>There are four seasons: Spring, Summer, Autumn, Winter.</p> <p>A habitat is where a living thing lives. A recipe is a list of ingredients and instructions to follow in order.</p> <p>A dry mixture changes consistency when wet ingredients are added.</p> <p>Ingredients are the things that are used to make something.</p> <p>A recipe needs to be followed in order.</p> <p>Common misconceptions</p> <p>Some children may think:</p> <ul style="list-style-type: none"> trees are not plants trees are not living as they do not seem to change or grow weeds are bad plants. 	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Pattern seeking:</p> <ul style="list-style-type: none"> Look for minibeasts in different areas of the school grounds. Look for plants in different areas of the school grounds. <p>Apparatus and techniques</p> <ul style="list-style-type: none"> To compare different fallen leaves. <p>Data analysis</p> <ul style="list-style-type: none"> Classification: Which clothes are suitable for each season? <p>Explain findings</p> <p>Observing over time:</p> <ul style="list-style-type: none"> How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons? 	<p>Substantive knowledge</p> <p>Polar bears are native to the North Pole.</p> <p>Emperor penguins are native to the South Pole.</p> <p>There are many varieties of penguins.</p> <p>Penguins are a type of bird.</p> <p>Penguins have flippers.</p> <p>Penguins can swim.</p> <p>Polar bears have fur.</p> <p>It is cold in the North Pole and South Pole.</p> <p>Common misconceptions:</p> <p>Some children may think:</p> <ul style="list-style-type: none"> It always snows in winter. All babies and young animals are born in spring Animals sleep during winter God controls the weather Animals adapt to their surroundings, e.g. a brown bear turns white and becomes a polar bear Animals are furry and have four legs 	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Researching using secondary sources:</p> <ul style="list-style-type: none"> Find out about how animals behave in different seasons. Find out about the weather and seasons. Learn how animals from a different habitat are cared for. Learn about animals in a different habitat. <p>Apparatus and techniques</p> <ul style="list-style-type: none"> To record the temperature of the polar regions (use BBC weather app) <p>Data analysis</p> <p>Sorting tables can represent their findings</p> <p>Classification:</p> <ul style="list-style-type: none"> Which clothes are suitable for each season? <p>Explain findings</p>	<p>Substantive knowledge</p> <p>A recipe is a list of ingredients and instructions to follow in order.</p> <p>A dry mixture changes consistency when wet ingredients are added.</p> <p>Ingredients are the things that are used to make something.</p> <p>A recipe needs to be followed in order.</p> <p>Kenya is a mainly dry, hot country.</p> <p>Satsumas grow in trees.</p> <p>Elephants have trunks.</p> <p>Common misconceptions:</p> <p>Some children may think:</p> <ul style="list-style-type: none"> When it is hotter, it is because the Sun is closer. it is always hot in the summer. God controls the weather 	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Researching using secondary sources:</p> <ul style="list-style-type: none"> Find out about the weather and seasons. <p>Apparatus and techniques</p> <ul style="list-style-type: none"> To record the temperature of the polar regions (use BBC weather app) <p>Data analysis</p> <p>Classification:</p> <ul style="list-style-type: none"> Sort animals according to where they live. <p>Explain findings</p> <p>Observing over time:</p> <ul style="list-style-type: none"> How does the natural world change with the seasons? Playing and exploring outside in all seasons and in different weather 	<p>Substantive knowledge</p> <p>Beanstalks start as seeds (beans).</p> <p>Seeds need water, warmth, light and soil to grow healthily.</p> <p>Most beans are edible.</p> <p>Beanstalks grow leaves.</p> <p>Sunflowers grow from seeds.</p> <p>In Spring, some plants begin to grow.</p> <p>In Spring, leaves begin to grow back on trees.</p>	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Researching using secondary sources:</p> <ul style="list-style-type: none"> Look at seed and bulb packets to learn how to plant and care for them. <p>Comparative testing:</p> <ul style="list-style-type: none"> Compare how quickly different seeds/bulbs germinate. Compare how different vegetable tops grow. <p>Apparatus and techniques</p> <p>Data analysis</p> <p>Explain findings</p> <p>Observing over time:</p> <ul style="list-style-type: none"> How does a plant change as it grows? What happens to fruit, vegetables and flowers when left over time? 	<p>Substantive knowledge</p> <p>Beanstalks start as seeds (beans).</p> <p>Seeds need water, warmth, light and soil to grow healthily.</p> <p>Most beans are edible.</p> <p>Beanstalks grow leaves.</p> <p>Sunflowers grow from seeds.</p> <p>In Spring, some plants begin to grow.</p> <p>In Spring, leaves begin to grow back on trees.</p> <p><i>This half term is a continuation from Summer 1 as the children will be learning how to care for the flowers and plants that they have planted. They will be observing the different stages of growth and when the beans are ready to be harvested.</i></p>	<p>Disciplinary knowledge – knowledge of</p> <p>Methods</p> <p>Researching using secondary sources:</p> <ul style="list-style-type: none"> Look at seed and bulb packets to learn how to plant and care for them. <p>Comparative testing:</p> <ul style="list-style-type: none"> Compare how quickly different seeds/bulbs germinate. Compare how different vegetable tops grow. <p>Apparatus and techniques</p> <p>Data analysis</p> <p>Explain findings</p> <p>Observing over time:</p> <ul style="list-style-type: none"> How does a plant change as it grows? What happens to fruit, vegetables and flowers when left over time?
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History	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge
	<p>Humans have babies.</p> <p>Most children attend a Nursery before they begin Reception class.</p> <p>Their parents were once children.</p> <p>Their grandparents were once children.</p>	<p>To know that a photograph gives us information.</p> <p>To discuss how things have changed since their parents were children/babies.</p> <p>To know that their parents/grandparents were born before them.</p> <p>Begin to understand the passage of time, for example, know 3 things they couldn't do as a baby but that they can do now</p> <p>Know that photographs tell stories about the past.</p> <p>Sources</p> <ul style="list-style-type: none"> Photographs of themselves as babies Photographs of family members when they were younger/ as babies Tapestry/floor book from their time in 	<p>Guy Fawkes was involved in a plan called the Gunpowder Plot.</p> <p>Bonfire Night is celebrated on 5th November each year.</p> <p>Remembrance Day gives people the chance to remember those who fought and lost their lives during the war and honour their memory.</p> <p>Some people wear poppies to remember the soldiers who fought.</p>	<p>Listen to stories about bonfire night and Guy Fawkes.</p> <p>Know how we celebrate bonfire night.</p> <p>Begin to understand about remembrance by talking about and remembering past events in their own lives.</p> <p>Know that poppies are a symbol of Remembrance.</p> <p>Sources</p> <ul style="list-style-type: none"> Simple story – Guy Fawkes. Glitter, coloured sand, different sized paint brushes/ mark making tools Photographs of fireworks Bonfire safety/ firework safety poster/ powerpoint Poppies Photographs/ images of Greengates cenotaph. Red materials – collage poppies, glue, poppy templates 	<p>Chinese New Year is celebrated by Chinese People.</p> <p>Chinese years are named after animals.</p> <p>There are 12 Chinese years named after animals.</p>	<p>Listen to a simple version of the traditional Chinese New Year story.</p> <p>To know how old they are (4 or 5).</p> <p>With support, find the year of their birth.</p> <p>To find out which Chinese Year they were born in.</p> <p>To understand the changes over time to Antarctica and the Arctic.</p> <p>Sources</p> <ul style="list-style-type: none"> Chinese New Year story – The Great Race Chinese calendar – years of births Children's year of birth Chinese dragon Chinese food – noodles, prawn crackers Small world Books/ stories, including non-fiction 					<p>Humans have babies.</p> <p>Their parents were once children.</p> <p>Their grandparents were once children.</p> <p>A family tree is made up of family generations.</p> <p>Life stages: Baby, toddler, child, teenager, adult, elderly.</p> <p>The past is something that has already happened.</p> <p>Queen Elizabeth II was King Charles' father.</p> <p>Prince William is the heir to the Throne</p>	<p>To know that a photograph gives us information.</p> <p>To discuss how things have changed since their parents were children/babies.</p> <p>To know that their parents/grandparents were born before them.</p> <p>Sources</p> <ul style="list-style-type: none"> Photographs of themselves as babies Photographs of family members when they were younger/ as babies Tapestry/floor book – previous knowledge of Queen Elizabeth II and All About Me topic. Photographs of the Royal family/ simple family tree

		Nursery – things they could not do as a baby/in Nursery		<ul style="list-style-type: none"> Cbeebies Poppies short film 								
Geography	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge	Substantive knowledge	Disciplinary knowledge
	<p>Holybrook Primary School is in Ravenscliffe.</p> <p>Ravenscliffe is in Bradford.</p> <p>We live in Bradford.</p> <p>Bradford is in England.</p>	<p>Maps are used to show people where to find things and represent places.</p>	<p>Holybrook Primary School is in Ravenscliffe.</p> <p>Ravenscliffe is in Bradford.</p> <p>We live in Bradford.</p> <p>Bradford is in England.</p> <p>There are different woodlands local to Holybrook Primary School.</p>	<p>Know how to draw a simple map.</p> <p>Aerial images can be used to spot key features.</p>	<p>The Arctic is at the top of the globe – North Pole</p> <p>Antarctica is at the bottom of the globe – South</p> <p>The Polar Regions are mainly covered in snow/ice.</p> <p>Emperor penguins live in a different environment to them.</p>	<p>There are different types of maps.</p> <p>Photographs can be used to compare similarities and differences between countries, features of countries and landmarks.</p> <p>Asking questions allows us to think about geographical factors.</p>	<p>Kenya is a country in Africa.</p> <p>Kenya is a mainly hot country.</p> <p>Elephants live in a different environment to them.</p> <p>There are different countries in the world.</p>	<p>There are different types of maps.</p> <p>Photographs can be used to compare similarities and differences between countries, features of countries and landmarks.</p> <p>Knowledge from stories, non-fiction texts and maps help to understand why questions eg ‘Why do oranges grow on trees in hot countries?’</p> <p>Asking questions allows us to think about geographical factors.</p>			<p>Holybrook Primary School is in Ravenscliffe.</p> <p>Ravenscliffe is in Bradford.</p> <p>We live in Bradford.</p> <p>Bradford is in England.</p> <p>London is the capital city of England.</p>	<p>There are different types of maps.</p> <p>Aerial images can be used to identify landmarks.</p> <p>A detailed map of the school grounds or local area can be used to identify keys features of Ravenscliffe and Greengates.</p>
RE	<u>Light</u> Diwali (usually falls in this term)		<u>Light</u> Advent, Christingle (Christianity) Diwali (Hinduism) <u>Christmas</u> Traditional story		<u>Chinese New Year</u>		<u>Lent, Easter</u>		Similarities and differences between lives of themselves and others			
PSHCE	<u>Being Me in My World</u> <ul style="list-style-type: none"> understand how it feels to belong and that we are similar and different start to recognise and manage feelings enjoy working with others and help to make school a good place to be understand why it is important to be kind and use gentle hands begin to understand children’s rights and this means that we 		<u>Celebrating Difference</u> <ul style="list-style-type: none"> identify something they good at and understand that everyone is good at different things understand that being different makes us special know we are all different but the same in some ways to say why their home is special to them to say how to be a kind friend 		<u>Dreams and Goals</u> <ul style="list-style-type: none"> understand that if they persevere, they can tackle challenges to describe a time that they didn’t give up until they achieved their goal set a goal and work towards it use kinds words to encourage people understand the link between what they learn now and the 		<u>Healthy Me</u> <ul style="list-style-type: none"> understand that they need to exercise to keep their body healthy understand how moving and resting are good for their body know which foods are healthy and not so healthy and can make healthy eating choices know how to help themselves go to sleep and why sleep is important for them 		<u>Relationships</u> <ul style="list-style-type: none"> identify some of the jobs they do in their family and how they belong know how to make friends and stop themselves feeling lonely think of ways to solve problems and stay friends start to understand the impact of unkind words use the Calm Me time to manage their feelings know how to be a good friend 		<u>Changing Me</u> <ul style="list-style-type: none"> name some parts of the body say some of the things they do and foods they eat to stay healthy understand that we all grow from babies into adults express how they feel about moving to Year 1 talk about their worries / feelings or some of the things they are looking forward to in Year 1 	

	<p>should all be allowed to play and learn</p> <ul style="list-style-type: none"> learn what being responsible means 			<ul style="list-style-type: none"> know which words to use to stand up for themselves when someone is being unkind 			<p>job they might have when they are older</p> <ul style="list-style-type: none"> say how they feel when they achieve their goal and know what it means to feel proud 			<ul style="list-style-type: none"> wash their hands thoroughly and understand why this is important especially before eating and after going to the toilet know what a stranger is and what to do if a stranger approaches them 						<ul style="list-style-type: none"> share memories of the best bits of this year in reception class. 		
Art and Design	<p>Practical knowledge</p> <p>Colours can be mixed to create different colours.</p> <p>Children will know that they can draw and mark make with a range of tools.</p>	<p>Theoretical Knowledge</p> <p>A self-portrait is a painting of the artist done by the artist.</p>	<p>Disciplinary Knowledge</p> <p>Pupils will begin to use colour for a purpose, and link colours to emotions. <i>Green = calm</i> <i>Red – angry</i> <i>Blue = sad</i></p>	<p>Practical knowledge</p> <p>Colours can be mixed to create different colours.</p> <p>Pupils will be more confident with holding a pencil with good control and can effectively create shapes and drawings which can be distinguished by others</p>	<p>Theoretical Knowledge</p> <p>Using different (natural) materials creates different effects.</p>	<p>Disciplinary Knowledge</p> <p>Pupils will begin to talk about the marks they have made to teachers and friends, and explain how they created their artwork.</p>	<p>Practical knowledge</p> <p>Different media such as paper, leaves, pasta can be glued to make a collage picture.</p>	<p>Theoretical Knowledge</p> <p>Collage is pasting things like leaves or photographs onto paper.</p>	<p>Disciplinary Knowledge</p> <p>Pupils will begin to use different media to create different effects.</p>	<p>Practical knowledge</p> <p>Patterns, animal patterns and textures can be created by using dots and lines.</p>	<p>Theoretical Knowledge</p> <p>Daudi Tingatinga established an African painting style.</p>	<p>Disciplinary Knowledge</p> <p>Pupils will begin to choose their own tools to create dots and lines in their paintings and talk about why.</p>	<p>Practical knowledge</p> <p>Different media can be used to print with and create different effects.</p>	<p>Theoretical Knowledge</p> <p>Printing is a way to make identical copies of images on paper.</p>	<p>Disciplinary Knowledge</p> <p>Pupils will talk about the marks they have made to teachers and friends, and explain how they created their artwork.</p>	<p>Practical knowledge</p> <p>Pressing a pencil down harder on the paper creates a darker shade. Pressing a pencil down lightly on the paper creates a lighter shade.</p>	<p>Theoretical Knowledge</p> <p>A drawing is a picture made with a pencil, pen, or crayon rather than paint. A sketch is a rough drawing</p>	<p>Disciplinary Knowledge</p> <p>Using shapes to create art is easier than freehand sketching.</p>
Design Technology	Learn how to use a variety of tools to manipulate, fasten and attach.			Design, make and evaluate a house for a character from the Gruffalo			Create a boat using tin foil and other materials – link to English			Make and evaluate a musical instrument e.g. shaker			Make healthy choices about food and drink including making sandwiches			Use of Binca to begin to sew to design, make and evaluate an item of clothing		
Computing	Online Safety			Google Earth Use a simple program (Purple Mash)			Use a simple program (Purple Mash and Numbots)			Purple Mash Google Maps/Streetview			Purple Mash programs			Purple Mash programs Understand that technology is used for a purpose.		
Music	Me!			My stories			Everyone!			Our World			Big Bear Funk – A Transition Unit			Reflect, Rewind, Replay		