

## Northgate Long Term Curriculum

	Autumn Term – Long Ago and Far Away		Spring Term – A World of our Own		Summer Term – Into the unknown	
<b>Reception</b>	<b>All about me (where I live, my extended family, the life cycle and what I want to be when I grow up) People Who help us</b>		<b>Our Wonderful World</b>		<b>Once Upon a Time/ Exploring the Summer</b>	
	<p><u>Key Texts:</u> Aut1) The great big book of families Pip and Posy The Growing Story Hair Love Colour Monster Ruby's Worry Owl babies – extend from nursery Harvest - Little Red Hen</p> <p>Aut2) Room on the broom People who help us books and visitors: Police, Firefighters, Vet, Dentist, Doctor, Teachers Supertato Festivals – Diwali and Christmas</p>	<p><u>Communication and Language</u> Start a conversation with an adult or a friend and continue it for many turns</p> <p><u>Opportunity for extra-curricular</u>  Stay and Play sessions Visitors from the local public services Christmas show</p>	<p><u>Key texts:</u> Spr1) Blue Penguin The Snail and the Whale Big Bear, Little Bear The Gruffalo We're going on a bear hunt (We're going on a lion hunt) Handa's surprise Clean up</p> <p>Spr2) Oliver's Vegetables The enormous turnip The runaway pea Yucky Worms Festivals – Eid, Easter</p>	<p><u>Communication and Language</u> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p><u>Opportunity for extra-curricular</u>  Trip to library Animal immersion day</p>	<p>Su1) The Hungry Caterpillar A Squash and a Squeeze Farmer Duck The Runaway Pea What the Ladybird Heard Superworm Su2) Three Little Pigs – extend to alternative version, such as the true story of the 3 Little Pigs Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk Goldilocks and the three bears – alternative the bear and the three goldilocks</p>	<p><u>Communication and Language</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions</p> <p><u>Opportunity for extra-curricular</u></p>

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						Trip to farm/nature reserve
<p><u>RWI - progression</u> Aut 1 - Read the first 16+ set 1 sounds Read 26+ sounds and blend sounds into words orally C</p> <p>Aut 2 Read all set 1 single letter sounds with speed Read words with these sounds in using Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Explore the composition of numbers to 5.</p> <p>Explore shape names.</p>	<p><u>RWI - progression</u> Spr 1 -Read all set 1 single letter sounds and special friends sounds with speed. Read words with these sounds in using Fred talk (3 sounds in word) Read 3 sound nonsense words using Fred talk Red</p> <p>Spr 2 Read words with 4 and 5 sounds using Fred talk Read 3 and 4 sound nonsense words with Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Explore the composition of numbers to 10.</p> <p>Explore patterns in number and shapes.</p> <p>Apply language of measure in height, length, weight and capacity.</p>	<p><u>RWI-progression</u> Sum 1 - Read words with 4 and 5 sounds speedily Purple</p> <p>Sum 2- Read the 1 st 6 set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read words with these sounds using Fred talk</p>	<p><u>Maths</u> Mastering number</p> <p>Have a deep understanding of numbers to 10, including the composition of each number and subitise to 5</p> <p>Solve mathematical problems involving numbers, shape, space and measure.</p>	
<p><u>Expressive Arts and Design</u> Self – portraits – looking at shapes, features, colours. Mark making with purpose.</p>	<p><u>Physical Development</u> 1 x 40 minutes sessions a week (indoor, class teacher led) Children get</p>	<p><u>Expressive Arts and Design</u> Colour mixing– shades, adding white and blacks (Van Gogh Starry Night) Observational drawing – flowers and fruit Exploring with</p>	<p><u>Physical Development</u> 2 x 40 minutes sessions a week (indoor, 1x class teacher led, 1 x PE specialist) Children get dressed in</p>	<p><u>Expressive Arts and Design</u> Constructing, combining, joining and assembling materials with purpose – e.g. The Three Little Pigs. Cooking – porridge</p>	<p><u>Physical Development</u> 2 x 40 minutes sessions a week (1xindoor class teacher led, 1 x outdoor PE</p>	

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	<p>Clay – Diva lamps Colour mixing paint – The Colour Monsters Splatter paintings – fireworks (Pallock) Exploring with different tools and materials Cooking – forest school (chis, pizzas, apple crumble etc.)</p>	<p>dressed in school Fundamental skills Dance Listening, understanding and applying instructions</p>	<p>different techniques – e.g. rolling, brushing, sketching, collaging Construction – bug hotels, igloos Cooking – fruit salads, sandwiches</p>	<p>school. Fundamental skills Partner work Primitive Reflexes</p>		<p>specialist) Children get dressed at home. Sports day activities Ball and bat skills Team games Gymnastics</p>
	<p><u>Understanding the World</u> Forest School Local maps – where do you live? Simple school map – journeys Seasonal /weather changes Stages of life Order/sequence daily routines Talk about events /experiences in their own lives Seasonal changes People who help us - roles Religious stories set</p>	<p><u>Personal, Social and Emotional Development</u>  All about Me  Friendships  To build respectful relationships  To label our emotions.</p>	<p><u>Understanding the World</u> Forest School Local visit (Human Features): Observing buildings, shops, and different people in their community World maps/globes/atlas – continents, countries Explore/research world climates, habitats, animals, cultures. Similarities and differences. Seasonal/weather changes.</p>	<p><u>Personal, Social and Emotional Development</u> Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Understand that our behaviours can affect others. Label and identify strategies to support our emotions.</p>	<p><u>Understanding the World</u> Forest School Seasonal/weather changes Growing/planting Life-cycle of animals and plants Trip: Farm/zoo Apply tenses correctly Traditional tales – language, clothing, culture changes Seasonal changes Healthy living – balanced diet Life cycle of butterfly Materials – names, qualities Experiments – purpose for materials</p>	<p><u>Personal, Social and Emotional Development</u> Understanding the importance of healthy food choices and apply knowledge. Learn to solve conflicts independently. Apply effective strategies to support regulation.</p>

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	<p>in the past – Diwali and nativity</p> <p>Healthy living – dentist and doctor visit</p> <p>Life stages of a human</p> <p>Human body – parts, functions</p> <p>Experiments – mixing ingredients, making potions</p>		<p>Local area trip – observations of old, new environments, buildings, maps</p> <p>Seasonal changes</p> <p>Observe and care for living things – plants, animals in own environment</p> <p>How is sound formed?</p> <p>Experiments – floating/sinking</p>			
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