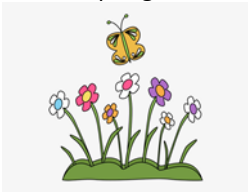




Robin Hood Primary School Curriculum Overview – F2 / RECEPTION LONG TERM PLAN

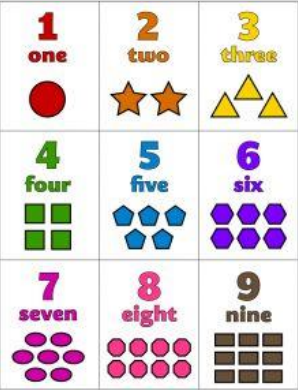
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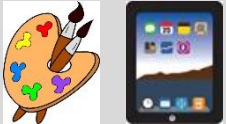
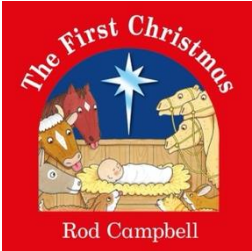
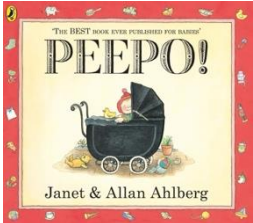
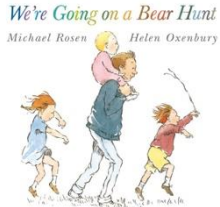
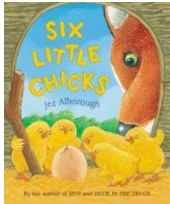
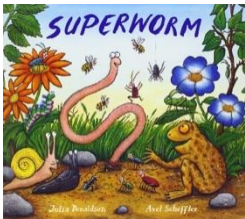
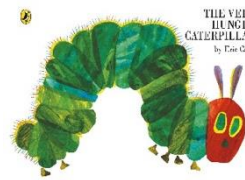
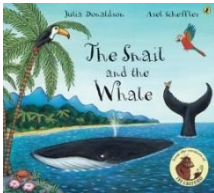
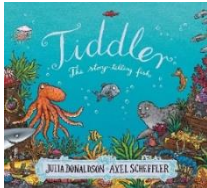
Objectives taken from [Development Matters](#)

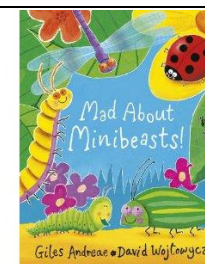
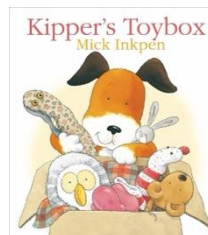
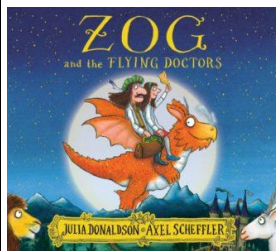
	AUTUMN 1 Monday 4 th September-Friday 20 th October 7 weeks	AUTUMN 2 Monday 6 th November - Wednesday 20 th December 6 ½ weeks	SPRING 1 Thursday 4 th January-Friday 9 th February 5 ½ weeks	SPRING 2 Monday 19 th February-Friday 24 th March 6 weeks	SUMMER 1 Monday 15 th April-Friday 24 th May 6 weeks	SUMMER 2 Monday 5 th June -Friday 26 th July 8 weeks
Project	Who are the people who help us? 	What do we celebrate? 	What Toys are from the past? 	What are the signs of Spring? 	What are mini-beasts? 	Who lives under the sea? 
Project Launch	-Different Profession visitors into school -Visit from librarian wb 11 th Sept Visit from the Fire Brigade wb 18 th Sept Visit from the Police wb 2 nd Oct	-Visitors from different faiths into school - Visit to the church wb. 13 th Nov	-Toy Box! -Visit to library wb 17 th June	-Forest School Session -Eggs hatching from incubator* -Nature Reserve 23 rd March	Mini beast Hats – fashion Show -Caterpillar hatch -Visit to the library wb 22 nd April	Trip to Seaside! 7.6.23
Project Outcome	Future Me! What do I want to be Photo Booth!	Christmas Nativity	Our Favourite Toy!	Bulbs / Seeds planted sent home	Mini beast hunt with parents invited	Under the Sea dance and performance to parents
Additional Enrichment Opportunities (TRIPS / VISITORS/CELEBRATIONS)	- Harvest Meet our Y6 Buddies!	- Diwali (Hindu) 12th November - Remembrance Day- 13th November - Hannukah 13th December - Kwanzaa 26th December Christmas party & Christmas performance	- Chinese New Year -22nd January - Valentines Day- 14th February	- Shrove Tuesday- 21st February - Sunday-19th March - First Day of Ramadan (Muslim)-23rd March - Easter – April	- Eid al-Fitr (Muslim)-21st April - Feast of Weeks (Jewish)-26th May	- Father's Day-18th June - Sports Day - Transition Week to Y1

		Parent Phonics workshop				
COMMUNICATION & LANGUAGE (CL) 	Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes	Learn rhymes, poems and songs. Develop social phrases Listen carefully to rhymes and songs, paying attention to how they sound	Connect one idea or action to another using a range of connectives Ask questions to find out more and to check they understand what has been said to them Use new vocabulary through the day Listen to and talk about stories to build familiarity and understanding.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail Engage in <u>non-fiction books.</u> Use new vocabulary in different contexts.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Articulate their ideas and thoughts in well-formed sentences.
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT (PSED) <u>SCARF</u> 	<u>Me & My Relationships</u> Manage their own needs. Personal hygiene Build constructive and respectful relationships. See themselves as a valuable individual	<u>Valuing Difference</u> Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Express their feelings and consider the feelings of others.	<u>Keeping Myself Safe</u> Show resilience and perseverance in the face of challenge.	<u>Rights & Responsibilities</u> Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity - healthy eating - tooth brushing	<u>Being My Best</u> Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	<u>Growing & Changing</u>
PHYSICAL DEVELOPMENT (PD) 	Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes Use their core muscle strength to achieve a	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing,	Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop the overall body strength, co-ordination, balance	Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when	Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping

	good posture when sitting at a table or sitting on the floor.		paintbrushes, scissors, knives, forks and spoons.	and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming	engaging in activities that involve a ball Combine different movements with ease and fluency. Progress towards a more fluent style of moving, with developing control and grace.	• skipping • climbing
PE 2 Hours of PE Per Week 	L1 - Throwing and Catching Skills L2 – Real PE – UNIT 5- Applying Physical Skills (Hands) Coordination with Equipment & Agility – Response/Reaction	L1 – Dance – Agility, Balance & Coordination – Working on basic movement patterns. L2 – Real PE – UNIT 1 – Personal Skills (Heart) Coordination – Floor Movement Patterns	L1 – Gymnastics – Strength and Flexibility L2 – Real PE – UNIT 3 – Cognitive Skills (Head) Dynamic Balance Static Balance – Small Base	L1 – Team Games – Tactics and Strategies L2 – Real PE UNIT 2 – Social Skills (Heart) Dynamic Balance to Agility Static Balance - Seated	L1 – Striking Activities – Bat & Ball Skills L2 – Real PE – UNIT 4 – Creative Skills (Hands) Counter Balance – Pairs Coordination – Ball Skills	L1 – Athletics – Agility, Balance & Coordination – Running, Jumping & Throwing L2 – Real PE – UNIT 6 – Health & Fitness (Heart) Agility – Ball Chasing Static Balance – Floor Work
LITERACY 	Read individual letters by saying the sounds for them Read some letter groups that each represent one sound and say sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.		Re-read what they have written to check that it makes sense Form lower-case and capital letters correctly. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
PHONICS 	Phase 2 graphemes New tricky words Week 1 s a t p Week 2 i n m d Week 3 g o c k 'is' Week 4 c k e u r 'l' Week 5 h b f l 'the'	Phase 2 graphemes New tricky words Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu	Phase 3 graphemes New tricky words Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er	Phase 3 graphemes No new tricky words Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling	Phase 4 New tricky words Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do	Phase 4 graphemes No new tricky words Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling

		words with –s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) we me be	words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words	Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end	Week 3 short vowels CCVCC CCCVC CCCVCC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out toda	Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root words ending in: –er, –est longer word
MATHEMATICS 	Subitise. Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.	Compare numbers Continue, copy and create repeating patterns.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the ‘one more than/one less than’ relationship between consecutive numbers Explore the composition of numbers to 10.	Automatically recall number bonds for numbers 0–5 and some to 10 Select, rotate and manipulate shapes to develop spatial reasoning skills.	Count beyond ten. Compare length, weight and capacity.	
UNDERSTANDING THE WORLD 	Talk about members of their immediate family and community Name and describe people who are familiar to them.	Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them	Explore the natural world around them. Recognise some environments that are different from the one in which they live.	Draw information from a simple map

		to members of their community Recognise that people have different beliefs and celebrate special times in different ways.				
EXPRESSIVE ARTS & DESIGN 	Develop storylines in their pretend play.	Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups 	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses	Return to and build on their previous learning, refining ideas and developing their ability to represent them Explore, use and refine a variety of artistic effects to express their ideas and feelings.	
READING SPINE	- Real Superhero's - Zog and the Flying Doctors - Dinosaur Firefighters - Busy People -Police Officer - Jolly Postman - Who's In My Family? - Alan's Big Scary Teeth 	- Handa Surprise - Rama and Sita - Christmas Story - How to catch a star - Stickman - Remember Remember the 5th November 	- Ten in the bed - Peepo - Toys in Space - Dogger - Kippers Toy Box - Paper Dolls  	- One Springy Day - Jack and the beanstalk - Six little chicks - Little Sunflower - We're going on a bear hunt - A spring surprise  	- Mad about Minibeasts - Hungry Caterpillar - Super worm - What the Ladybird heard - Tadpoles Promise - Walters wonderful web  	- Commotion in the Ocean - The Lighthouse Keepers Lunch - Pirates Love Underpants - Rainbow Fish - Snail and the Whale - Lost and Found - Tiddler  



The level of development children should be expected to have attained by the end of the EYFS is defined by the [early learning goals \(ELGs\)](#) as set out below.

Communication and Language

ELG: Listening, Attention and Understanding... Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking... Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation... Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self... Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships ... Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills ... Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills... Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension... Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading... Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing ... Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number ... Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns... Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present... Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities... Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World... Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials... Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive... Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;

- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.