



Lydden Primary School – Curriculum Overview –
Long Term Plan (LTP)

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do thing				
Subject area	Autumn		Spring		Summer		Schemes used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	School Aspire values: Attention, Support, Perseverance, Improvement, Reflection, Exploration AID:						
Personal, Social and Emotional Development (PSED)	Self-Regulation Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Introduce colour monster.	Self-Regulation Identify and moderate their own feelings socially and emotionally.	Self-Regulation Talk with others to solve conflicts.	Self-Regulation Show resilience and perseverance in the face of challenge.	Self-Regulation Show an understanding of their own feelings those of others; and being 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.		Jigsaw Term 1: Being Me in My World “Who am I and how do I fit?” Term 2: Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. Term 3: Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this
	ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day.	ELG: Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	ELG: Managing Self See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	ELG: Managing Self Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	ELG: Managing Self 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.		Term 4: Healthy Me Being and keeping safe and healthy Term 5: Relationships Building positive, healthy relationships Term 6: Changing Me Coping positively with change



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	ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	ELG: Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	ELG: Building Relationships Help to find solutions to conflicts and rivalries.	ELG: Building Relationships Build constructive and respectful relationships.	ELG: Building Relationships Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own needs and to others' needs.	
Physical Development (PD)	Fine Show a preference for a dominant hand. Use one-handed tools and equipment, e.g. making snips in paper with scissors.	Fine 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, paintbrushes, scissors, knives, forks and spoons.	Fine Use a comfortable grip with good control when holding pens and pencils. (Begin to form recognisable letters with confidence)	Fine Develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine 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.	
	Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage the school day successfully; lining up; mealtimes; personal hygiene.	Gross Revise and refine fundamental movement skills they have already required; rolling; crawling; walking; jumping; running; hopping; skipping and climbing.	Gross Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; oral hygiene; screen time; sleep routine; being safe pedestrians.	Gross Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics,	Gross 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.	



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				sport and swimming.		
Communication and Language (CL)	Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Listening, Attention and Understanding Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Listening, Attention and Understanding Listen to and talk about stories to build familiarity and understanding.	Listening, Attention and Understanding Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding 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.	Cusp Structured story times
	Speaking Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.	Speaking Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.	Speaking Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.	Speaking Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Speaking 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.	



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Literacy	Texts: What Makes me a Me? Each Peach Pear Plum The Wonder I'm (almost) Always Kind The Squirrels Who Squabbled	Texts: Pumpkin Soup The Invisible The Gingerbread Man Standing up to Racism Celebrations Around the World	Texts: Chicken Clicking Luna Loves Art Anansi and the Golden Pot Shu Lin's Grandpa Mr Wolf's Pancakes	Texts: Tad Mrs. Noah's Garden Martha Maps it Out The Story Orchestra Carnival of the Animals	Texts: Clean Up! Winnie the Pooh helps the Bees Bear Shaped William Bees Wonderful World of Things that Go!	Texts: The Story Orchestra Carnival of the Animals The Dark It's a No Money Day Traditional Tales focus – The Gingerbread Man Goldilocks and The Three Bears	Monster phonics
	Word reading Monster phonics: s,a,t,p,l, n, m,d,g, o,c,k,ck, e,u,r,h,b Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing.	Word reading Monster phonics: f, ff, l, ll, ss, j,v,w,x, y,z,zz, qu, ch, sh, th(v), th, ng, oo, ar Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them	Word reading Monster phonics: oo(u), ow, ee, ur, ai, or Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading Monster phonics: oa, er, igh, air, oi, ear, ure Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.	Word reading Monster phonics: CVCC, CVC + previously taught graphemes, CVC+ polysyllabic, CVC+ compound words, CCC onset words, CCVCC+ previously taught graphemes, CVC+HFW 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.		
Cusp – structured story times (Revisit Favourite Five Texts throughout the year) Blocks open for child led learning.							



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	Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props	Comprehension Engage in extended conversations about stories, learning new vocabulary	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.	Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension 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, nonfiction, rhymes and poems and during role-play	
	Writing Write some or all of their name. Write some letters accurately.	Writing Use some of their print and letter knowledge in their early writing. Begin to form lower-case and capital letters correctly.	Writing Spell words by identifying the sounds and then writing the sound with letter/s.	Writing Write short sentences with words with known sound-letter correspondences using capital letters and full stop. Re-read what they have written to check it makes sense.	Writing 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	Match, sort and compare Talk about measure and patterns It's me 123 Circles and Triangles 1,2,3,4,5 Shapes with 4 Sides		Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3-D Shapes		To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	White Rose



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Understanding the World	Past and Present Begin to make sense of their own life story and family's history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.		Past and Present 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	Kent R.E scheme
	People, culture and communities Talk about members of their immediate family and community. Name and describe people who are familiar to them	People, culture and communities Recognise that people have different beliefs and celebrate special times in different ways.	People, culture and communities Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.	People, culture and communities Understand that some places are special to member of their community. Recognise some similarities and differences between life in this country and life in other countries.	People, culture and communities 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.	
	The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	The Natural World Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	The Natural World Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	The Natural World Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they	The Natural World 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.	



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				see, using a wide range of vocabulary.		
Expressive arts and design	Creating with Materials Making imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing.	Creating with Materials Take part in simple pretend play, using object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises.	Creating with Materials Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and being to use these shapes to represent objects;	Creating with Materials Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.	Creating with Materials Safely use and explore a variety of materials and 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.	
	Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song	Being Imaginative and Expressive Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Being Imaginative and Expressive 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.	



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RE	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?	
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