



## Berry Brow Academy - Curriculum Long Term Plan Reception

Our Early Years curriculum places a strong emphasis on personal development, communication and language, and physical development as the Prime Areas of Development Matters. By prioritizing these areas, we aim to provide targeted support that builds emotional resilience, social skills, and independence. Enhanced focus on communication and language equips children to express themselves, build relationships, and engage with learning, while developing physical skills ensures coordination, health, and active participation. This approach ensures every child has the best start, fostering confidence and readiness for future learning.

Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
<b>Theme/Topic</b> May be adapted to allow children's interests	<b>Who am I?</b>	<b>Big Days, Big Fun!</b>	<b>Marvellous Maps!</b>	<b>Grow it, Change it!</b>	<b>Off we go!</b>	<b>Food Fiesta!</b>
<b>Focus topics and celebrations</b>	Back to School Harvest Autumn	Bonfire Night Diwali Christmas	New Year Chinese New Year Valentine's Day Pancake Day	Spring Mother's Day St Patricks Day Easter	May Day St Georges Day	Summer Father's Day Moving On
<b>Wow moments/ trips</b>	Local walk Bread baking	Christmas tree service Owl visit Firepits Remembrance Day Christmas Performance	Den building Local walk	Visit to Tropical World Growing butterflies	Train ride to Huddersfield	Trip to local café
<b>Parental engagement</b>	Crack the Code Meetings for Reading, Maths and writing.	Christmas singing Parents evening Family Learning Morning	Family Learning Morning	Parents evening Easter	Family Learning Morning	Stay and play/New starters events Sports Day
<b>Key Literacy texts</b>	Lost and Found Little Red Hen  	We're going on a Bear Hunt The Gruffalo  	Sam and Dave Dig a Hole Martha Maps It Out  	Jack and the Jelly Beanstalk Jack and the Beanstalk  	The Snail and the Whale The Picture Atlas  	Where the Wild Things Are Sam's Sandwich  
<b>Berry Brow 'Best Books'</b>						
<b>Literacy</b>	Name writing Captions Labels Recipes	Name writing Captions Labels Letters	Name writing Captions Labels Instructions - planting a seed	Name writing Captions Labels	Name writing Captions Labels	Name writing Captions Labels Fact Book (minibeasts)

<b>Jane Considine</b>	<u>Jane Considine</u> Feelings adjectives Onomatopoeia Similes	<u>Jane Considine</u> Noticing sentences Touch sentences Thinking sentences Sound sentences Emotions sentences	<u>Jane Considine</u> Feeling sentences Taste and colour sentences Action sentences Noticing sentences Dialogue and Feeling sentences	<u>Jane Considine</u> Action sentences Taste sentences Speech bubbles Feeling sentences Action sentences	<u>Jane Considine</u> Feeling sentences Noticing sentences Action sentences Touch sentences	<u>Jane Considine</u> Noticing sentences Sound sentences Emotions sentences Action sentences
<b>Word reading/phonics</b>	ELS Phonics scheme	ELS Phonics scheme	ELS Phonics scheme	ELS Phonics scheme	ELS Phonics scheme	ELS Phonics scheme

### Personal, social and emotional development

By the end of Early Years at Berry Brow we want our children to be autonomous in self and learning and be confident and resilient to take managed risks.

<b>Personal, social and emotional development</b>	<p><b>By the end of Reception children will:</b></p> <ul style="list-style-type: none"> <li>Know the ways we are <b>similar</b> and <b>different</b> to each other (<b>revisit</b>) and that we are all <b>special</b>.</li> <li>Know there are different feelings such as <b>happy, sad, worried, cross</b> and <b>excited (revisit)</b> and recognise the different ways they make them feel.</li> <li>Know how to work with others and consider their <b>feelings</b></li> <li>Know why it is good to be <b>kind</b> and use <b>gentle hands. (revisit)</b></li> <li>Know how to set a <b>goal</b>, work towards it and <b>persevere</b> when things get tricky.</li> </ul> <ul style="list-style-type: none"> <li>Know how to stay <b>safe</b> when they are in school (<b>revisit</b>) or out of school.</li> <li>Know what it means to feel <b>proud</b> and be able to say why.</li> <li>Know how to make school a good place to be by <b>working together</b> to <b>look after each other</b> and the <b>classroom</b>.</li> <li>Know that <b>moving, resting</b> and <b>sleep</b> are good for their bodies and that they need <b>exercise</b> to keep their body <b>healthy</b>.</li> <li>Know which foods are <b>healthy</b> and not so healthy.</li> <li>Know how to manage their hygiene such as <b>washing their hands</b> after the toilet.(<b>revisit</b>)</li> </ul> <ul style="list-style-type: none"> <li>Know we all start as <b>babies</b> and <b>grow</b> into <b>children</b> and <b>adults</b>.</li> <li>Know and say how they have <b>changed</b> over the years. (<b>revisit</b>)</li> <li>Know how to be a <b>kind friend (revisit)</b> to others and which words to use when others are unkind to them</li> </ul>					

<b>Jigsaw</b>	<b>Being me in my world</b>	<b>Celebrating Differences</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
	In Reception the children will learn how to understand feelings, classroom routines, being gentle and their rights and responsibilities.	In Reception the children will learn how to recognise their talents and why they are special. The children will talk about their families, where they love and about making friendships. The children will be thinking about standing up for themselves.	In Reception the children will learn about challenges and the importance to persevere. The children will think about setting goals for themselves while overcoming obstacles but know how to seek help. The children will be proud of goals they have achieved.	In Reception the children will learn about exercise, the positives of physical activity and healthy eating. The children will know the importance of good sleep, keeping clean, staying healthy and safety.	In Reception the children will learn about family life, friendships and how to be a good friend. The children will think about falling out and how to deal with bullying.	In Reception the children will learn about their bodies, respecting their bodies and growing up. The children will look at growth and change as well as celebrations.

### Communication and Language

By the end of Early Years at Berry Brow we want our children to be able to listen carefully and respond to others in play and in conversation, asking questions, making comments and predictions and sharing ideas using a growing range of vocabulary.

<b>Communication and Language</b>	<p><b>By the end of Reception children will:</b></p> <p>Know they can use a <b>connective</b> to join two sentences together.</p>
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Know to have a **conversation** you must **take turns (revisit)** to **speak** and to **listen** with the other person.  
 Know a range of **connectives** they can use to connect ideas e.g. **because, but, and**.  
 Know they can ask a **question** to find out more information.  
 Know when they ask a question to a person they must **wait (revisit)** and **listen** to the response.  
 Know and use a range of connectives to connect ideas such as **'but', 'and'** and **'next'**.  
 Know when to use **past (revisit) present** and **future (revisit)** tenses.

Know and retell familiar texts off by heart.  
 Know and use familiar story language such as **'the next day', 'but', 'suddenly', 'early one morning ...'**.  
 Know a story has **characters** and a **setting** and traditional tales usually start with **'once upon a time'**. (revisit)  
 Know **non-fiction** texts tell them information and facts about a topic.  
 Know that stories have a **beginning, a middle** and **an end**.

## Physical Development

**By the end of Early Years at Berry Brow we want our children to be active, energetic and controlled in their movements.**

**Physical Development**

**By the end of Reception children will:**

Know that **rules** help us to stay safe (revisit)  
 Know that moving into space (revisit) will help to keep themselves and others safe when working.  
 Know that being **still** will help them hold a **balance**.  
 Know how to move safely in different ways, such as **running, jumping, dancing, hopping, skipping** and **climbing**. (revisit)  
 Know that **bending** their knees will help them to land **safely** when **jumping**.  
 Know that that to **skip** they need to step then jump.  
 Know to **watch** a ball as it comes towards them and use **two hands** to help them **catch** it.  
 Know that keeping a ball close will help them **control** it.  
 Know that looking at the **target** will help them **send** it accurately and watching the ball will help them catch it.

Know how to hold a pencil properly using a **tripod** grip (thumb and two fingers) in the preferred hand and use it with control.  
 Know how to hold **scissors** with the correct grip and be able to **cut** along a **line** and know how to **turn** the paper when cutting out different **shapes**.  
 Know how to use a **knife, fork** and **spoon** properly when eating.  
 Know how to manipulate small objects carefully and with control to **balance, build** and **thread**.  
 Know how to draw a basic **figure (revisit)** with a **head, trunk, arms** and **legs** with some basic features.

<b>PE</b> <b>Beyond the Physical</b>	Play Move Explore	Move Match Magic	Explore Evade Escape	Search Steal Share	Crawl Climb Collect	Hands Feet Equipment
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**Fine Motor activities**

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| <ul style="list-style-type: none"> <li>• Threading</li> <li>• Cutting</li> <li>• Weaving</li> <li>• Playdough</li> <li>• Fine Motor activities.</li> <li>• Manipulate objects with good fine motor skills</li> <li>• Draw lines and circles using gross motor movements</li> </ul> | <ul style="list-style-type: none"> <li>• Hold pencil/paint brush beyond whole hand grasp</li> <li>• Pencil Grip activities</li> <li>• Taking shoes off and putting them on</li> <li>• Teach and model correct letter formation.</li> </ul> | <ul style="list-style-type: none"> <li>• Holding Small Items /</li> <li>• Button Clothing / zips</li> <li>• Cutting with Scissors</li> <li>• Cut along a straight line with scissors</li> <li>• Start to cut along a curved line, like a circle</li> </ul> | <ul style="list-style-type: none"> <li>• Build things with smaller linking blocks, such as Duplo or Lego</li> <li>• Cut a shape out using scissors</li> <li>• Form letters correctly</li> <li>• Draw pictures that are recognisable</li> </ul> |
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## Understanding the world

**Understanding the world**

**By the end of Reception children will:**

- Explore our outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)

	<ul style="list-style-type: none"> <li>• Experience different weather conditions and their impact on the environment examine and discuss natural objects (e.g. leaves, twigs, stones)</li> <li>• Explore the immediate local area through walks and visits to selected sites</li> <li>• Draw things they see around them.</li> <li>• Use small world play or the role play area to represent a visited place,</li> <li>• Make drawings, taking digital photos, or sequence photos to recall features seen on a visit or short walk,</li> <li>• Express their feelings about places they visit, saying which features they like/dislike</li> <li>• Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.</li> <li>• Describe their immediate environment and express their views about it, with support.</li> <li>• Create a 3D or 2D map of a real setting, such as their own home, or of an imagined one prompted by a story, to discuss features and / or what you can do there.</li> <li>• Use their own or other maps to follow and give directions and use positional language: right, left, up, down, next to, in front of etc.</li> <li>• Select materials to create their own map showing a given feature such as a mountain, and talk about their different interpret</li> <li>• Find and mark features found in a landscape on a paper or digital map, adding written labels.</li> <li>• Make journey strings on a walk and collect items that they tie on as they go. They then retell the walk, naming the items found and sequencing the journey, before drawing a linear map.</li> <li>• Create journey strings to illustrate stories they have heard, using appropriate objects, e.g., a range of forest items might be provided to illustrate Little Red Riding Hood’s journey through the woods as well as adding printed photographs</li> <li>• upload photographs, emoticons, numbers and / or text to digital maps</li> <li>• use a printed and laminated large scale 1:1250 OS map of the school and surrounds as a base table map for children to build and / or draw on.</li> <li>• add weather symbols to a class map of the UK.</li> <li>• Be introduced to basic concept of timelines: days of the week, today, tomorrow, yesterday</li> <li>• Use basic instructions – cause and effect</li> <li>• Use the terms past and present to describe events in their own lives and in the lives of family members</li> <li>• Describe differences and similarities in pictures and objects.</li> <li>• Use stories to encourage children to distinguish between fact and fiction</li> <li>• Begin to ask questions about daily life</li> <li>• Describe events that have happened in their own life and of those in their family</li> <li>• Explain the motivations and behaviours of a character from a story and the impact on other characters e.g. why did??</li> <li>• Retell stories using vocabulary such as: first, next, then, after</li> </ul>					
<p>See the 6 concepts to base questions:</p> <p>Space – e.g. Where am I? Change – e.g. How is this similar or different to other places? Environment – e.g. What other animals and plants live here? Making connections – e.g. Where does my lunch come from? Place – e.g. What is it like here and how do I feel here? Scale – e.g. how big is an ant’s home? <b>Believing and Belonging</b></p>	<p><b>Can say where they live and where they go to school.</b> Know that: They live in a <b>village</b> called <b>Berry Brow</b> in the town Huddersfield. Know that their <b>school</b> is called Berry Brow Academy which is on a <b>road</b> called Birch Road.</p> <p><b>Are able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</b> Know that there are different <b>areas</b> of school (playground,</p>	<p><b>Recognise some environments that are different in which they live.</b></p> <p><b>Use geographical vocabulary to compare seasons:</b> Know that: -The name of each season -Winter is cold and has shorter days. -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days. -Autumn is wet and often cooler.</p>	<p><b>Begin to use basic geographical vocabulary to refer to key physical features of the local area (local walk around the school)</b> Know that: In Berry Brow there are trees, field, a hill, plants and flowers.</p> <p><b>Identify familiar human geography features in their local area.</b></p> <p>On a local walk: Know that: Some things grow naturally (e.g., a tree) but some things</p>	<p><b>Describe weather using geographical vocabulary</b> Know that: -There are different types of weather (sunny, hot, rainy, wet, snow, cold). -Temperature is hot or cold. -Record weather daily using symbols (sun, rain, snow.</p> <p><b>Use the terms past and present to describe events in their own lives, in the lives of family members and stories.</b></p> <p>Know that: Anything happened before now is the ‘past’</p>	<p><b>Recognise some environments that are different in which they live.</b></p> <p><b>Use geographical vocabulary to compare seasons:</b> Know that: -The name of each season -Winter is cold and has shorter days -Spring is wet and lighter (typically plants begin to grow) -Summer is warm and has longer days -Autumn is wet and often cooler</p>	<p>Understand why litter is harmful to the world</p> <p>Understand that recycling makes new items from rubbish</p> <p>Discuss what makes our school a nice place to be</p> <p><b>Looking back on the past school year and comment on what happened and experiences</b></p> <p>Use the terms past and present to describe events in</p>



<p><b>Kirklees RE Agreed Syllabus</b></p> <p>Which places are special to members of our community?          Why are some objects special?          Who cares for me and how do I help others?          Who belongs in my family and community?          How do people celebrate special times?          How do we understand and care for the world?</p>	<p>classrooms, dinner hall, school hall, car park)          -Recognise the different areas of school on a <b>map</b>.</p> <p><b>Name, locate and recognise features and places in Berry Brow whilst on a local walk:</b></p> <p>Know that:          There are road sign, trees, grass/field, houses, bungalow, flats, phone box, post box, shops, bus stop, train station.</p> <p><b>Looking back on the past year and comment on what happened and experiences.</b></p> <p><b>Talk about, name and describe members of their immediate family and community.</b></p>	<p>Introduce basic, everyday concepts and language of timelines: days of the week, today, tomorrow, yesterday.</p> <p>Order and sequence familiar events.</p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p>Describe events that have happened in their own life and of those in their family.</p>	<p>have to be built (e.g., a house)          Houses, flat, shops, park, roads, the train station and the school are all examples of buildings that have been built by humans.</p>	<p>They have grown and can do more now than before.</p> <p>There is a chronology of their life and their family's history story.</p> <p>Know when their birthday is.</p>		<p>their own lives, in the lives of family members and stories</p> <p>Be curious about people and events and begin to know how to find out about the past e.g. Ask granny, from books, from pictures and objects.</p>
<p><b>Science – Developing experts</b></p>	<p>Our body</p>	<p>The senses</p>	<p>Health and safety</p>	<p>Insects and invertebrates          Weather and seasons</p>	<p>Machines</p>	<p>Food</p>
<p><b>Expressive arts and design</b></p>						
<p><b>Expressive arts and design</b></p>	<p><b>Mark-Making Shape &amp; Pattern</b></p>	<p><b>Mark-Making Line &amp; Form</b></p>	<p><b>Printing Pattern and Texture</b></p>	<p><b>Sculpture \ Painting Form and Decoration</b></p>	<p><b>Still Life - Nature Observation</b></p>	<p><b>Painting Colour and imagination</b></p>
<p><b>Mathematics</b></p>						
<p><b>White Rose Maths Scheme</b></p>	<ul style="list-style-type: none"> <li>• Match, Sort and Compare</li> <li>• Talk about measure and patterns.</li> <li>• It's me 1,2,3</li> </ul>	<ul style="list-style-type: none"> <li>• Circles and Triangles</li> <li>• 1,2,3,4,5 (represent, subitise and composition)</li> <li>• Shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>• Alive in 5 (represent, subitise, more, less and composition)</li> <li>• Mass and Capacity</li> <li>• Growing 6, 7, 8 (represent, subitise, more, less and doubles, odds and evens)</li> <li>• Length, height and time</li> </ul>	<ul style="list-style-type: none"> <li>• Building 9 and 10 represent, subitise, more, less, composition, bonds, doubles)</li> <li>• Explore 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• To 20 and beyond</li> <li>• How many now?</li> <li>• Manipulate, compose and decompose</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing and grouping</li> <li>• Visualise, build and map</li> <li>• Make connections</li> </ul>