

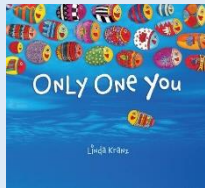
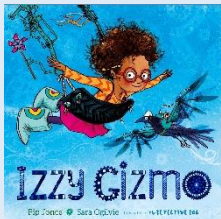
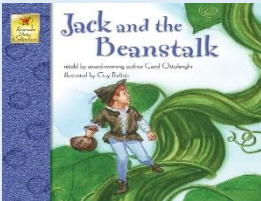
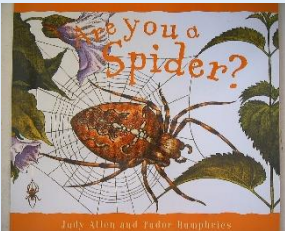
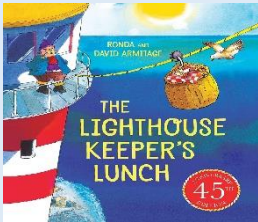
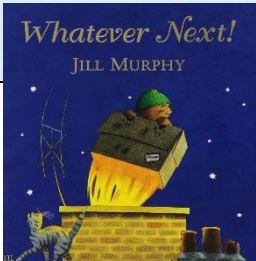
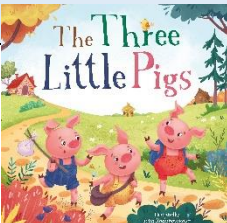
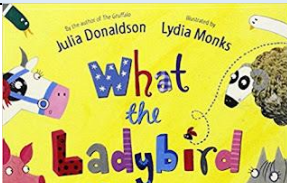
Berry Brow Academy - Curriculum Long Term Plan Reception

At Berry Brow Academy, we believe every child deserves a curriculum that builds curiosity, confidence and a love of learning. Our Reception curriculum is carefully sequenced to provide rich first-hand experiences, high-quality interactions and purposeful play, enabling children to develop the knowledge, vocabulary and skills they need for future success.

The Prime Areas of Personal, Social and Emotional Development, Communication and Language, and Physical Development underpin every aspect of our curriculum. We know these areas provide the foundations for all future learning, allowing children to develop resilience, independence, confidence and positive relationships. Learning is organised around meaningful themes that begin with children's own experiences before gradually broadening their understanding of their local community and the wider world. Carefully chosen texts, memorable experiences and ambitious vocabulary enable children to make connections, revisit previous learning and deepen their understanding over time.

By the end of Reception, we want every child to leave Berry Brow Academy as a confident communicator, an inquisitive learner, a kind friend and an active participant who is ready for the next stage of their education.

Term	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Theme/Topic May be adapted to allow children's interests	Belonging & Identity 	Celebration & Innovation 	Traditional Tales & Storytelling 	Growth & Change 	Minibeasts & Habitats 	Journeys & New Horizons 
Enquiry Question	Who am I and where do I belong?	How do people celebrate and change the world?	Why do we tell stories?	How do living things grow and change?	Where do living things belong?	How is our world connected?
Why this now?	Children are settling into school and begin by understanding themselves, their families and their new community.	Children broaden their understanding of different cultures while beginning to explore curiosity, creativity and significant people.	Children develop language, imagination and narrative understanding while strengthening	Builds scientific understanding through first-hand observation as spring arrives.	Extends children's knowledge of living things, habitats and caring for the environment.	Children reflect on their own journey, explore the wider world and prepare for transition to Year 1

			comprehension and vocabulary.			
Focus topics and celebrations	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
Wow moments/ trips	Local walk Owl visit Emergency Services Visit	Christmas tree service Firepits Remembrance Day Christmas Performance	Den building Local walk – community focus Church Visit into school	Church Visit out of school	Library visit into school Visit to Tropical World Growing butterflies	Children to visit the library
Parent information sessions	Parent session – The Reception Curriculum at Berry Brow Parent session – how to support your child at home	Parent session – How to read with your child Parent session – How to support early maths at home	Parent session –Fine motor focus activities Parent session – Invite community visitor to attend?	Parent session –What are the Early Learning Goals? Parent session – Communication and Language	Parent session – What does prep for Year 1 look like? Parent session – Transition into Year 1	Parent session –EYFS Summer show? Parent session –EYFS Celebration Event
Parents into school	No visits to allow children to settle for this half term	Reading themed stay and play sessions Christmas songs Christmas craft stay and play	Maths themed stay and play sessions Story themed stay and play session – create your own family book	Writing themed stay and play sessions Planting a seed – family event	Reading themed stay and play sessions Family bug hotel design session	Reading themed stay and play sessions Family picnic event
Key Literacy texts	Only One You (Same as N) Modelled sentences, name writing, early mark making, labels, pencil control 	Izzy Gizmo Design plans, labels, lists, simple captions 	The Gruffalo Character labels, simple descriptions 	Jack and the Beanstalk Sequencing, plant diary, caring for plants 	Are you a Spider? Fact labels, captions, simple fact file 	The Lighthouse Keeper's Lunch Instructions, shopping lists, healthy lunch design and poster 
Literacy Shed Key Skills Covered	Hair Love Vocabulary development, self-portraits, lists, descriptive language	Whatever Next Lists, labels, captions, writing for a purpose Postcard from Space 	The Three Little Pigs Story language, sequencing, speech bubbles 	Avocado Baby Sequencing, simple sentences, describing change I can sentences – my memories	What the Ladybird Heard Labels, speech bubbles, simple story writing 	The Proudest Blue

Literacy Oral rehearsal Dictated Sentences Shared Writing Talk partners	Name writing Captions Labels Give meaning to marks and understand that print carries meaning.	Name writing Labels Lists Captions Record simple ideas and communicate through pictures and words.	Captions Speech Bubbles Character Descriptions Dictated Sentences Use oral language to support sentence writing.	Captions Instructions (planting) Simple Information writing Write to explain and inform.	Fact Labels Simple Sentences Simple fact files Write independently for different purposes.	Postcards Fact Book (minibeasts) Simple Narratives Simple stories Write simple narratives and recounts.
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Reading Opportunities (Ongoing)

- Story time
- Group reading
- Reading for pleasure
- Reading comprehension
- Story retelling
- Oral storytelling

Word reading/phonics	ELS Phonics scheme Phase 2 (6 weeks)	ELS Phonics scheme Phase 3 (6 weeks)	ELS Phonics scheme Phase 3 and 4 (6 weeks)	ELS Phonics scheme Phase 3 and 4 (6 weeks)	ELS Phonics scheme Phase 4 (6 weeks)	ELS Phonics scheme Phase 5 Introduction (6 weeks)
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Personal, social and emotional development

By the end of Reception children will:

- Know the ways we are similar and different to each other (revisit) and that we are all special.
- Know there are different feelings such as happy, sad, worried, cross and excited (revisit) and recognise the different ways they make them feel.
- Know how to work with others and consider their feelings
- Know why it is good to be kind and use gentle hands. (revisit)
- Know how to set a goal, work towards it and persevere when things get tricky.
- Know how to stay safe when they are in school (revisit) or out of school.
- Know what it means to feel proud and be able to say why.
- Know how to make school a good place to be by working together to look after each other and the classroom.
- Know that moving, resting and sleep are good for their bodies and that they need exercise to keep their body healthy.
- Know which foods are healthy and not so healthy.
- Know how to manage their hygiene such as washing their hands after the toilet.(revisit)
- Know we all start as babies and grow into children and adults.
- Know and say how they have changed over the years. (revisit)

At Berry Brow, we believe children become confident communicators through rich conversations, carefully selected texts, ambitious vocabulary and meaningful first-hand experiences. Adults model high-quality language throughout the day, ensuring every interaction becomes an opportunity to extend children's thinking and vocabulary.

By the end of Reception children will:

- Know they can use a connective to join two sentences together. 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 tells them information and facts about a topic.
- Know that stories have a beginning, a middle and an end.

Communication and Language	Becoming a Confident Speaker	Talking to Explain	Becoming Storytellers	Talking Like Scientists	Talking to Investigate	Becoming Confident Communicators
	Children learn to • listen to others • take turns in conversation • answer simple questions • follow two-step instructions • talk about themselves • learn classroom vocabulary Vocabulary because same	Children begin to • ask questions • explain ideas • describe objects • retell simple experiences • use new vocabulary from stories	Children learn to • retell stories • use repeated story language • describe characters • sequence events Vocabulary once upon a time first next then finally suddenly	Children learn to • predict • explain • compare • describe change • justify ideas	Children begin • discussing ideas • asking deeper questions • explaining findings • using subject vocabulary	Children can • explain opinions • recount experiences • solve disagreements verbally • speak to larger groups • prepare for Year 1

	different family school friend					
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Adults will... • model ambitious vocabulary • extend children's sentences • ask open-ended questions We develop language through... • quality conversations • stories • songs • role play • investigations • continuous provision • adult modelling	• encourage children to explain their thinking • introduce new vocabulary in meaningful contexts • revisit vocabulary throughout the day Every week children experience • Storytelling • Talk partners • Circle Time • Role play • Small world play • Show and Tell • Partner discussion • Singing • Poetry • Nursery rhymes
Vocabulary Development (ongoing) • Explicit teaching of Tier 2 vocabulary • Topic-specific vocabulary • Story vocabulary taught, revisited and applied across the curriculum	Communication (Ongoing) Children will: • Rehearse sentences orally. • Use talk partners. • Answer questions in full sentences. • Retell familiar stories. • Develop language through sustained shared thinking.

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.
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• 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.						
PE Beyond the Physical	Play Move Explore	Move Match Magic	Explore Evade Escape	Search Steal Share	Crawl Climb Collect	Hands Feet Equipment
Fine Motor Progression	Dough Disco	Threading Peg boards	Shapes and patterns scissors	Broken crayons Pencil grip focus	Letter shapes	Letter formation
Handwriting Progression	Develop correct pencil grip.	Form recognisable letters.	Write first name independently.	Form most lowercase letters correctly.	Begin using finger spaces.	Write short, phonetically plausible sentences.
Fine Motor Development	Autumn • Develop shoulder and core strength through gross motor activities. • Develop whole-hand grasp and begin to use one-handed tools. • Snip paper using scissors. • Begin to hold a pencil with increasing control. • Build using larger construction materials.		Spring • Develop a secure tripod grip. • Cut along straight and curved lines. • Form recognisable letters correctly. • Manipulate smaller construction resources. • Begin weaving and threading with increasing accuracy.		Summer • Draw recognisable pictures with increasing detail. • Cut out simple shapes accurately. • Use a knife, fork and spoon independently. • Fasten buttons and zips independently. • Apply fine motor skills confidently during writing, art and continuous provision.	
	Fine motor skills are developed daily through continuous provision, adult-led activities and purposeful opportunities to strengthen the muscles needed for writing, self-care and independence. Children apply their developing fine motor skills across the curriculum through drawing, painting, cutting, mark making and early writing opportunities. Ongoing opportunities throughout Reception • Threading and weaving • Playdough and dough disco activities					

- Pencil grip and mark making
- Cutting with scissors
- Manipulating small objects (Lego, pegs, tweezers, construction)
- Buttoning, zipping and fastening clothing
- Using paintbrushes and a range of mark-making tools
- Fine motor challenges within continuous provision

Daily handwriting opportunities and correct formation of lower-case and capital letters.

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)
- Experience different weather conditions and their impact on the environment examine and discuss natural objects (e.g. leaves, twigs, stones) • Explore the immediate local area through walks and visits to selected sites • Draw things they see around them.
- Use small world play or the role play area to represent a visited place,
- Make drawings, taking digital photos, or sequence photos to recall features seen on a visit or short walk,
- Express their feelings about places they visit, saying which features they like/dislike
- Communicate simple geographical information with support, orally, using simple pictures, maps and through writing.
- Describe their immediate environment and express their views about it, with support.
- 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. • 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.
- Select materials to create their own map showing a given feature such as a mountain, and talk about their different interpret
- Find and mark features found in a landscape on a paper or digital map, adding written labels.
- 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.
- 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
- upload photographs, emoticons, numbers and / or text to digital maps
- 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.
- add weather symbols to a class map of the UK.
- Be introduced to basic concept of timelines: days of the week, today, tomorrow, yesterday
- Use basic instructions – cause and effect
- Use the terms past and present to describe events in their own lives and in the lives of family members
- Describe differences and similarities in pictures and objects.

- Use stories to encourage children to distinguish between fact and fiction
- Begin to ask questions about daily life
- Describe events that have happened in their own life and of those in their family
- Explain the motivations and behaviours of a character from a story and the impact on other characters e.g. why did??
- Retell stories using vocabulary such as: first, next, then, after

Kirklees RE Agreed Syllabus Believing and Belonging	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?
Activities linked to Geography and History	Who am I and where do I belong? Children will know: • They belong to a family and a school community. • Families can look different and are all special. • Berry Brow Academy is in Berry Brow, Huddersfield. • They have changed since they were babies. • The past is anything that has already happened. • Autumn brings changes to the natural world. Children will:	How do people celebrate and discover new things? Children will know: • People celebrate special occasions for different reasons. • Different religions and cultures celebrate different festivals. • Some places are special to members of the community. • Materials have different properties and can be used for different purposes. • Some people are remembered because they explored, invented or discovered new things.	How can we learn about the past? Children will know: • The past is different from the present. • We can learn about the past through stories, photographs and artefacts. • Some people from the past are remembered because they made an important contribution. • Stories from different cultures help us learn about the wider world. • Toys, transport and homes have changed over time.	How do living things grow and change? Children will know: • Plants grow from seeds. • Plants need water, light and time to grow. • Living things grow and change. • Animals have life cycles. • Food comes from plants and animals. • Different environments support different plants and animals. Children will: • Plant and care for seeds. • Observe changes over time.	How do living things survive? Children will know: • Animals live in different habitats. • Minibeasts have different features. • Habitats provide food, water and shelter. • Living things depend on their environment. • People have a responsibility to care for the environment. • Recycling helps reduce waste. Children will: • Explore local habitats.	How do we find our way around the world? Children will know: • Maps help us find places. • Symbols represent features on a map. • Different forms of transport help people travel. • Places around the world can be similar and different. • Berry Brow is part of a wider world. • They have grown and changed during Reception. Children will: • Create simple maps using symbols and labels.

- Create collaboratively, sharing ideas, resources and techniques with others.
- Develop their own creative ideas through open-ended exploration and imaginative play.
- Sing a repertoire of familiar songs, nursery rhymes and chants from memory.
- Move imaginatively and expressively in response to music.
- Explore and create simple rhythms using voices, bodies and percussion instruments.
- Invent, adapt and recount stories through role play, small world play and performance.
- Perform songs, rhymes and simple performances confidently to an audience.

Artist Inspiration	Wassily Kandinsky	Henri Matisse	Paul Klee & Piet Mondrian	Andy Goldsworthy & Giuseppe Arcimboldo	Yayoi Kusama & Alma Thomas	Hundertwasser
Key Skills and activities	Drawing and Colour Explore marks, lines and colour. Children will • explore lines, circles and colour through a range of drawing and painting experiences inspired by Wassily Kandinsky. • They will experiment with a variety of drawing and painting tools, developing confidence in making marks, creating simple abstract artwork and talking about colour, line, shape and pattern.	Cutting, Collage & Textiles Develop cutting, collage and joining skills. • Children will develop scissor control by cutting, tearing, arranging and joining a range of materials. Inspired by Henri Matisse, they will explore shape, colour and composition	Line, Shape & Pattern Develop control of line, shape, pattern and printing. • Children will • explore lines, shapes and repeating patterns inspired by Paul Klee and Piet Mondrian. • They will develop increasing control of drawing tools while experimenting with a range of media and simple printing techniques to create artwork inspired by geometric shapes,	Natural Art & Natural Weaving Explore natural materials, sculpture and weaving. Children will • collect and explore natural materials to create transient artwork, sculptures and observational pieces inspired by Andy Goldsworthy and Giuseppe Arcimboldo. • They will investigate colour, texture, shape and pattern using leaves, sticks,	Painting & Pattern Develop painting techniques and pattern. Children will • explore colour, pattern and repeated marks through a range of painting experiences inspired by Yayoi Kusama and Alma Thomas. • They will develop increasing control of brushes and painting tools while experimenting with colour mixing, repeated marks and expressive painting inspired by nature and minibeasts.	Creative composition, drawing, painting and mixed media Children will: • Explore Hundertwasser's colourful buildings and landscapes. • Create imaginative artwork inspired by homes, journeys and communities. • Combine drawing, painting and collage techniques independently. • Select appropriate materials and tools to express their ideas. • Talk about their artwork and explain

	Children will: • Explore a range of drawing and painting tools. • Experiment with different types of marks, lines and circles. • Explore and name a range of colours. • Mix and investigate colours through paint. • Create simple abstract artwork inspired by Kandinsky. • Develop pencil and brush control through large and small movements. • Talk about the colours, shapes and patterns they have used in their artwork.	to create collages while beginning to combine paper, fabric and other textured materials. Children will: • Develop scissor control through cutting a variety of lines and shapes. • Tear, layer, arrange and join different materials. • Explore paper, fabric and textured materials to create simple collages. • Experiment with shape, colour and composition. • Create artwork inspired by Henri Matisse's	buildings and abstract compositions. Children will: • Draw a variety of lines and geometric shapes with increasing control. • Explore repeating patterns using drawing, collage and simple printing techniques. • Experiment with finger printing, object printing and block printing. • Create simple compositions using line, shape and colour. • Develop pencil and brush control through increasingly detailed artwork. • Talk about the shapes, patterns and colours they have used in their artwork.	flowers, fruit and vegetables, while developing their understanding of sculpture, weaving and clay modelling. Children will: • Explore and compare the colour, texture, shape and pattern of natural materials. • Create transient artwork using leaves, sticks, stones, flowers and other natural objects. • Develop simple sculpture skills using natural materials and clay. • Create clay impressions and simple clay models inspired by nature. • Weave natural materials through fences, frames and simple weaving looms. • Create observational artwork using	Children will: • Explore a variety of painting tools and brushes. • Develop brush control through large and small movements. • Mix and explore colours using paint. • Create repeated patterns using dots, dashes and brush marks. • Create artwork inspired by Yayoi Kusama and Alma Thomas. • Experiment with painting techniques to represent natural patterns and minibeasts. • Talk about the colours, patterns and techniques they have used in their artwork.	their creative choices. • Revisit and apply artistic skills developed throughout the year.
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		paper cut-outs. Talk about the materials and techniques they have chosen.		fruit, vegetables and flowers. Talk about their artwork, explaining the materials and techniques they have chosen.		
Music	Singing and Pulse Develop singing and keeping a steady pulse. Children will explore their singing voice through familiar nursery rhymes, action songs and musical games. They will begin to keep a steady pulse using their bodies and simple percussion instruments. Children will: - Sing familiar nursery rhymes and songs from memory. - Join in with actions and musical games. - Keep a steady pulse by clapping, tapping and moving. - Explore a range of percussion instruments.	Rhythm Develop rhythm through songs and celebrations. Children will explore rhythm through songs, chants and music linked to celebrations. They will copy and create simple rhythmic patterns using their voices, bodies and percussion instruments. Children will: - Clap and copy simple rhythms. - Explore rhythm through songs and chants.	Pitch Develop pitch through stories and music. Children will explore how sounds can be high and low through stories, singing and listening activities. They will begin to recognise changes in pitch and use their voices expressively. Children will: - Explore high and low sounds. - Use their voices expressively during songs and storytelling. - Listen carefully to different pieces of music. - Respond through movement and discussion. - Experiment with instruments to	Tempo and Dynamics Explore tempo, dynamics and musical expression. Children will investigate how music can be fast, slow, loud and quiet. They will use movement and instruments to respond to changes in music inspired by the natural world. Children will: - Explore fast and slow tempo. - Explore loud and quiet sounds. - Respond to music through movement. - Use percussion instruments to create different effects. - Talk about how music makes them feel	Composition Create and compose simple musical patterns. Children will experiment with creating their own rhythms and sound patterns inspired by nature and minibeasts. They will combine voices, body percussion and instruments to make music. Children will: - Create simple rhythmic patterns. - Explore body percussion. - Compose simple musical sequences. - Experiment with instruments independently. - Share their musical ideas with others.	Performance Perform with confidence. Children will revisit the musical skills developed throughout the year as they prepare performances for others. They will sing, play instruments and perform with increasing confidence and enjoyment. Children will: - Sing confidently as part of a group. - Perform songs with actions and instruments. - Keep a steady pulse while performing. - Listen and respond to others when performing. - Reflect on their favourite songs and musical experiences.

	Listen and respond to different styles of music.	- Play percussion instruments with increasing control. - Respond to music through movement. - Perform songs linked to celebrations.	create different sounds.			
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Mathematics

Children develop their mathematical understanding through practical exploration, play and problem-solving opportunities within continuous provision.

By the end of Reception children will:

Number

- Verbally count beyond 20, recognising the pattern of the counting system.
- Count objects accurately, saying one number for each item and knowing that the last number represents the total.
- Compare quantities and recognise when groups have more than, fewer than or the same number of objects.
- Automatically recall number bonds to 5 and some number bonds to 10.
- Explore the composition of numbers to 10.
- Subitise (recognise quantities without counting) up to 5 and begin to recognise patterns beyond this.
- Solve practical addition and subtraction problems using objects, pictures and practical resources.
- Recognise, order and represent numbers to 10 and beyond.

Numerical Patterns

- Recognise, continue and create repeating patterns.
- Compare quantities, size, weight and capacity using mathematical language.
- Explore and describe simple patterns in numbers.
- Understand the relationship between numbers and the order in which they occur.
- Begin to recognise doubles and simple odd and even patterns through practical experiences.

Shape, Space and Measure

- Recognise, name and describe common 2D and 3D shapes.
- Use positional language such as *behind*, *next to*, *under*, *over*, *left* and *right*.
- Compare length, height, weight and capacity using practical equipment.
- Explore time through daily routines and begin to use vocabulary such as *before*, *after*, *today*, *tomorrow* and *yesterday*.
- Use simple maps and positional language to describe routes and locations.

Mathematical Thinking

- Use mathematical vocabulary confidently during play and everyday experiences.
- Explain their thinking and solve practical problems using mathematical language.
- Recognise mathematics in the world around them and apply their learning in meaningful contexts.

White Rose Maths Scheme	• Match, Sort and Compare • Talk about measure and patterns. • It’s me 1,2,3	• Circles and Triangles • 1,2,3,4,5 (represent, subitise and composition) • Shapes with 4 sides	• Alive in 5 (represent, subitise, more, less and composition) • Mass and Capacity • Growing 6, 7, 8 (represent, subitise, more, less and doubles, odds and evens) • Length, height and time	• Building 9 and 10 (represent, subitise, more, less, composition, bonds, doubles) • Explore 3D shapes	• To 20 and beyond • How many now? • Manipulate, compose and decompose	• Sharing and grouping • Visualise, build and map • Make connections
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