



Reception – Long Term Curriculum Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-termly Themes						Our Wonderful Planet	
	Topic Title	Magical Me <i>Finding myself, my family and my friends</i>	Let's Celebrate <i>Diwali, Hanukkah, Bonfire Night, Christmas, Remembrance Day</i>	Would you like to meet a Gruffalo? <i>(Julia Donaldson)</i>	On the Farm <i>Farm animals; Life on a Farm; Where our food comes from; Animals and their young.</i>	<i>Space Jungles</i>	<i>Under the Sea Our Back Garden Caring for our World</i>
	Links to Key Stage 1 Curriculum/ Themes (Y1)	History: My Family History <i>What was life like when our grandparents were children?</i>	Geography: People and their Communities <i>Where in the world do these people live?</i>		Geography: Animals and their Habitats <i>Where do our favourite animals live?</i>	History: Great Inventions – Transport <i>How did the first flight change the world/why were the Rainhill trials important?</i> History: The Greatest Explorers <i>Who were the greatest explorers?</i>	Geography: Our Local Area <i>What is it like where we live?</i> Geography: Animals and their Habitats <i>Where do our favourite animals live?</i>



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Specific Area	Links to Key Stage 1 Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Understanding the World	<p>Year 1: My Family History <i>What was life like when our grandparents were little?</i></p> <p>The Greatest Explorers <i>Who were the greatest explorers?</i></p> <p>Great Inventions – Transport <i>How did the first flight change the world?</i></p>	History	<p><u>Past and Present</u> Children will know how they have changed from being a baby up to 4/5 years old.</p> <p>Children will identify members of their immediate family and their relation to them.</p> <p>Children will know who Florence Nightingale was and why she was/is important. <i>(Girls in science)</i></p>	<p><u>Past and Present</u> Children will explore images, stories and artefacts from the past.</p> <p>Children will know that Remembrance Day is to remember soldiers who died in the war.</p> <p>Children will know what Christmases were like in the past <i>(toys etc.)</i>.</p>	<p><u>Past and Present</u> Children will know about the life of Julia Donaldson.</p> <p>Children will know who Marie Curie was and why she was/is important. <i>(Girls in science)</i></p>	<p><u>Past and Present</u> Children will know who Sir Isaac Newton was and why she was/is important. <i>(Science week)</i></p>	<p><u>Past and Present</u> Children will know who Tim Peake is and why he is important.</p>	<p><u>Past and Present</u> Children will know who David Attenborough is and why he is important.</p>



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<p>Year 1: Our Local Area <i>What's it like where we live?</i> People and their Communities <i>Where in the world do these people live?</i> Animals and their Habitats <i>Where do our favourite animals live?</i></p>	<p>Geography</p>	<p><u>People, Culture and Communities</u> Children will read and draw a simple map of our Autumn walk.</p>	<p><u>People, Culture and Communities</u> Children will know how people in different countries celebrate Christmas.</p> <p>Children will know that Alsager is in England.</p>	<p><u>People, Culture and Communities</u> Children will know the name of the road our school is on (Well Lane, Alsager).</p> <p>Children will explore aerial maps of our school and identify key features.</p> <p>Children will know how some Asian countries celebrate Lunar New Year.</p>	<p><u>People, Culture and Communities</u> Children will know where our food comes from (<i>farms</i>).</p> <p>Children will know that we can only grow certain fruits and vegetables in England.</p>	<p><u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea.</p> <p>Children will know that the globe shows different countries around the world.</p> <p>Children will explore the differences between England and the Amazon Rainforest (<i>animals, weather</i>). (UTW22)</p>	<p><u>People, Culture and Communities</u> Children will understand the importance of taking care of our world and what they can do to help.</p>
	<p>Religion</p>	<p><u>People, Culture and Communities</u> God's World</p>	<p><u>People, Culture and Communities</u> God's Family</p> <p>Children will recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><u>People, Culture and Communities</u> Getting to Know Jesus</p>	<p><u>People, Culture and Communities</u> Sorrow and Joy</p>	<p><u>People, Culture and Communities</u> New Life</p>	<p><u>People, Culture and Communities</u> The Church</p>



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	<ul style="list-style-type: none"> – Asking simple questions and recognising that they can be answered in different ways – Observing closely, using simple equipment – Performing simple tests – Identifying and classifying – Using observations and ideas to suggest answers to questions – Gathering and recording data to help in answering questions 	Science	<p><u>The Natural World</u> Children will know this time of year is known as Autumn and know the changes we see during this time.</p> <p>Children will notice and describe faces and compare similarities and differences with their friends (<i>colours, facial features</i>).</p> <p>Children will know how they change as they grow up.</p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p><i>Experiment: Sound Vibrations</i></p> <p><i>Working Scientifically: Children will ask questions about their familiar world.</i></p>	<p><u>The Natural World</u> Children will know the 5 senses. (UTW23)</p> <p><i>Experiment: Floating and Sinking</i></p> <p><i>Experiment: Teeth – how do different liquids affect the enamel of our teeth?</i></p> <p><i>Working Scientifically: Children will generate a variety of ideas for testing.</i></p>	<p><u>The Natural World</u> Children will know this time of year is known as Winter and know the changes we see during this time.</p> <p><i>Experiment: Ice Melting</i></p> <p><i>Working Scientifically: Measure by direct comparison (non-standard units of measure/ bigger, smaller).</i></p>	<p><u>The Natural World</u> Children will observe the changes and growth of chicks.</p> <p>Children will know the life cycle of a chick.</p> <p>Children will know this time of year is known as Spring and know the changes we see during this time.</p> <p><i>Experiment: Light and Shadows</i></p> <p><i>Working Scientifically: Simple recording (pictures/ images). Observations of animals.</i></p>	<p><u>The Natural World</u> Children will know there are 8 planets in the Solar System.</p> <p>Children will know how to care for a plant.</p> <p>Children will observe how a tree has changed over the four seasons.</p> <p><i>Experiment: Glowing Stars</i></p> <p><i>Working Scientifically: Observations of plants.</i></p>	<p><u>The Natural World</u> Children will know the life cycle of a sunflower.</p> <p>Children will know this time of year is known as Summer and know the changes we see during this time.</p> <p>Children will know the names of the four seasons and weather associated with each of them.</p> <p><i>Experiment: What do plants need?</i></p> <p><i>Working Scientifically: Notice 'which worked best' and use simple comparative statements.</i></p>
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Additional Coverage/ Highlights	Autumn Walk		Winter Walk	Spring Walk Farm Visit (Tatton Park) Chicks	Space Dome (Jodrell Bank)	Summer Walk Butterflies Church Visit
Vocabulary	Body parts: head, arm, leg, hand, foot, thigh, elbow, shoulder, calf, eye, nose, mouth, ear, heart, lungs, brain, stomach, muscles. Sounds: loud, quiet, high pitch, low pitch. Grow, change, baby, toddler, child, teenager, adult. Seasons, Autumn, trees, leaves, seeds, nuts, acorns, colours (red, orange, yellow)	Senses: smell, taste, see/sight, hear, listen, touch, feel. Bonfire night, Diwali, rangoli, Remembrance, Hannukah.	Map, aerial, view, street/road, Winter: snow, ice, water, freeze, melt, solid, liquid, runny, pour, cold, hail, arctic animals (North Pole), Antarctic animals (south pole).			
Key Texts						



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ELG

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

People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction text and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on 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, 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 own experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter.