

Alder Coppice Primary School

Long Term Reception Curriculum Overview

Our Long-term overview incorporates some themes and projects such as seasonal change, festivals and celebrations. It also allows for child-led themes based around their interests and is flexible.

| | Autumn | | Spring | | Summer | |
|---------|------------|------------------------------|--------------------------------------|---------------------------------------|----------------|-----------------|
| | A1 | A2 | SP1 | SP2 | Su1 | Su2 |
| Cycle 1 | Magical Me | Cards, Candles and Carnivals | Wonderful Winter Amazing Animals! | Amazing Animals! Step into Spring! | Fairy tales | Everywhere Bear |
| Cycle 2 | Magical Me | Cards, Candles and Carnivals | A land of make believe | Super Heroes | Big Wide World | Mini Beasts |

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| Key Learning across The Reception Year | | ELG | | | | | | | | | | | | | | |
|---|--|---|--------|--------|--|--|--|---|--|--|------------------------|--|--|--|------------------|--------------|
| Prime Areas | Communication and Language | | | | | | | | | | | | | | | |
| | Listening, Attention and Understanding | <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p> | | | | | | | | | | | | | | |
| | Speaking | | | | | | | | | | | | | | | |
| Key Activities | | | | | | | | | | | | | | | | |
| | <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 33%;">Autumn</th> <th style="width: 33%;">Spring</th> <th style="width: 33%;">Summer</th> </tr> </thead> <tbody> <tr> <td colspan="3">This area of learning underpins everything we do!</td> </tr> <tr> <td colspan="3">Whole EYFS Focus - Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions.</td> </tr> <tr> <td>Specific activities...</td> <td></td> <td></td> </tr> <tr> <td>- Establish rules for listening and an environment where children feel safe to</td> <td>- World Book Day</td> <td>- Story Vote</td> </tr> </tbody> </table> | Autumn | Spring | Summer | This area of learning underpins everything we do! | | | Whole EYFS Focus - Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions. | | | Specific activities... | | | - Establish rules for listening and an environment where children feel safe to | - World Book Day | - Story Vote |
| Autumn | Spring | Summer | | | | | | | | | | | | | | |
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| - Establish rules for listening and an environment where children feel safe to | - World Book Day | - Story Vote | | | | | | | | | | | | | | |

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| | | | <p>ask questions, talk, share ideas</p> <ul style="list-style-type: none">- Show and Tell- Story Rich Classroom- Role Play Areas and Enhancements- Learning Partners- Talking Sofa- Visit to School Library- Guided Reading | | | <p>conjunctions, with modelling and support from their teacher</p> |
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| Prime Areas | Physical Development | Gross Motor | <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> |
| | | Fine Motor | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently - pencils, paintbrushes, scissors, knives, forks and spoons</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that</p> |

Gross Motor

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.

Fine Motor

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.

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| | | Key Activities | <p>involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully</p> | |
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| <p>Fine Motor – We continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality) We provide extra help and guidance when needed. We use the Little Wandle scheme to teach letter formation using the formation phrases. We make links between the mnemonic and the letter.</p> | | |
| <p>Get Set for PE</p> | | |
| <p>This term is linked with outdoor learning and also links with EAD</p> <p><u>Dance</u></p> <p>Explore space and use safely Explore travelling movements Explore shapes and balance Choose own actions Copy, repeat and remember actions Introduced to counting time with music To perform and feedback</p> <p>Firework Dances</p> | <p><u>Introduction to PE</u></p> <p>Find a Space Freezing on Command Using and sharing equipment Working individually Working with a partner and in a group Moving Safely Running Jumping Throwing Catching Following a path Rolling</p> <p><u>Ball Skills</u></p> <p>Rolling and receiving Throwing to a target Bouncing Dribbling with feet Kicking a ball Develop fine and motor skills using a variety of equipment Develop decision making using simple tactics</p> | <p><u>Dance Get Set 4 PE</u></p> <p>Explore space and use safely Explore travelling movements Explore shapes and balance Choose own actions Copy, repeat and remember actions Introduced to counting time with music To perform and feedback</p> <p><u>Games</u></p> <p>Develop their understanding of playing games Practise skills Learn how to score and play by the rules Work with a partner and develop playing in a team Learning how to behave when winning and losing</p> |

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| | | | <p>Christmas Nativity Dancing</p> <p>Write Dance</p> <p>Carnival Celebrations</p> <p>Diwali Bhangra Dancing</p> | <p><u>Fundamentals (Mixed Skills)</u></p> <p><u>Developing</u></p> <p>Develop fundamental movement skills including balancing, running, changing direction, jumping, hopping and travelling</p> <p>Develop fine and gross motor skills</p> <p>Use space safely</p> <p>Work independently or with a partner</p> | <p><u>Gymnastics</u></p> <p>Explore basic movements</p> <p>Create shapes</p> <p>Balances</p> <p>Jumps</p> <p>Rolls</p> <p>Use space safely</p> <p>Perform basic skills on both the floor and apparatus</p> <p>Copy, create, remember a short sequence</p> <p>Begin to understand different levels and directions when travelling and balancing</p> | |
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| Key Learning across The Reception Year | | | ELG |
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| Prime Areas | Personal, Social and Emotional Development | Self – Regulation | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> |
| | | Managing Self | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs. Sleep</p> |
| | | Relationships | |

Self – Regulation
 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

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 choices

Relationships
 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

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| | | Key Activities | Autumn | Spring | Summer | |
| | | | <p>We believe our children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>All Areas pf PSED permeate the ethos of our environment all day, every day. Adults model, encourage and were necessary, teach, all objectives all of the time.</p> | | | |

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| | | | <p style="text-align: center;"><u>Term 1</u></p> <p>Have you filled a bucket up?</p> <p>Explore my feelings</p> <p>Family Discussions</p> <p>Friendships and Choices</p> <p>Being Thankful</p> | <p style="text-align: center;"><u>Term 1</u></p> <p>Building Constructive and Respectful Relationships</p> <p>Thinking about a different point of view</p> <p>Healthy Eating</p> <p>Looking after our teeth</p> <p>Explore my feelings</p> <p>We are special!</p> | <p style="text-align: center;"><u>Term 1</u></p> <p>Building Constructive and Respectful Relationships</p> <p>Team Work Focus on working with our Learning Partners and on our own.</p> | |
| | | | <p style="text-align: center;"><u>Term 2</u></p> <p>Sleep Routines</p> <p>Sharing and Caring</p> <p>Getting Physical</p> <p>Celebration of me!!</p> <p>Playground Problems</p> | <p style="text-align: center;"><u>Term 2</u></p> <p>Caring for ourselves and pets</p> <p>Looking after our planet (Recycling)</p> <p>Sunshine and Rainclouds</p> <p>Have you filled a bucket up?</p> | <p style="text-align: center;"><u>Term 2</u></p> <p>Changing Me</p> <p>Key Focus on the transition from Reception to Year 1</p> | |

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| Specific Areas | Literacy | Comprehension | <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> |
| | | Word Reading | |
| | | | |
| | | | <p>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, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading 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.</p> <p>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.</p> |

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| Autumn | Spring | Summer |
|--|---|--|
| <p>Little Wandle Phonics Scheme</p> <p>Autumn 1 Phase 2 graphemes New tricky words s a t p i n m d g o c k ck e u r h b f l Tricky Words: is I the</p> <p>Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk 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 sings) Tricky Words: as and has his her go no to into she he of we me be</p> <p>-Begin to read and spell simple words, labels, captions, sentences</p> <p>-Fine Motor development – Write Dance</p> <p>-Guided Reading groups</p> | <p>Little Wandle Phonics Schemes</p> <p>Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words Tricky Words: was you they my by all are sure pure</p> <p>Spring 2 Review Phase 3 Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words Words with s /z/ in the middle Words with –s /s/ /z/ at the end Words with –es /z/ at the end</p> <p>No new tricky. Review of tricky words taught so far</p> <p>-Guided reading groups</p> <p>-Begin to read and write simple sentences with known GPCs</p> | <p>Little Wandle Phonics Schemes</p> <p>Summer 1 Phase 4 Graphemes Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</p> <p>Tricky Words: said so have like some come love do were here little says there when what one out today</p> <p>Summer 2 Phase 4 Graphemes Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Longer words No new tricky. Review of tricky words taught so far</p> <p>-Read, write (also re reading to check) sentences with a widening selection of GPC's including di/tri graphs</p> <p>-Guided reading groups</p> |

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| Specific Areas | Mathematics | Number | <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten Compare numbers. 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 0–10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.</p> |
| | | Numerical Pattern | |
| | | | <p>Number 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.</p> <p>Numerical Pattern 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.</p> |

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| Autumn | Spring | Summer |
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| <p><u>Autumn 1</u></p> <p>Week 1-3 Getting to know you baseline assessment, counting rhymes, daily routines.</p> <p>Week 4: Introducing 0, Comparison to 5</p> <p>Week 5: Comparison to 5</p> <p>Week 6: Composition of 5 Number Bonds</p> <p>Week 7: Comparing Mass Compare capacity</p> <p><u>Autumn 2</u></p> <p>Week 1: Comparing 1 more 1 less</p> <p>Week 2: Composition of 6 7 8</p> <p>Week 3: Making a pair. Combining two groups</p> <p>Week 4: Length and Height Time</p> <p>Week 5 Building 9 and 10</p> <p>Week 6: Consolidating Skills</p> | <p><u>Spring 1</u></p> <p>Week 1: 2D/3D shapes</p> <p>Week 2: Pattern</p> <p>Week 3: Comparing Numbers to 10</p> <p>Week 4: 20 and beyond</p> <p>Week 5: 10s frame</p> <p><u>Spring 2</u></p> <p>Week 1: Number Bonds to 10</p> <p>Week 2: Addition</p> <p>Week 3: Subtraction</p> <p>Week 4: Problem Solving Shapes</p> <p>Week 5: Money</p> | <p><u>Summer 1</u></p> <p>Week 1: Doubling</p> <p>Week 2: Sharing and Grouping</p> <p>Week 3: Even and Odd</p> <p>Week 4: Deepening Understanding. Problem Solving</p> <p>Week 5: Patterns and Relationships</p> <p><u>Summer 2</u></p> <p>Week 1: Spatial Reasoning</p> <p>Week 2: Tens Frames</p> <p>Week 3: Number bonds to 10</p> <p>Week 4: Money</p> <p>Week 5: Addition and Subtraction problems</p> |

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|--|--------------------------------|--|
| Specific Areas | Understanding the World | Past and Present |
| | | People, Culture and Communities |
| | | The Natural World |
| | | |
| | | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them</p> |
| | | <p>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.</p> <p>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.</p> <p>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.</p> |

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| | | | Autumn | Spring | Summer | Understand some important processes and changes in the natural world |
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| | | Key Activities | <p>Begin to make sense of their own life and family history.</p> <p>Familiar situation in the past.</p> <p>Special places in the community.</p> <p>Explore different beliefs and celebrations</p> <p>Explore the natural world.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons (continuous)</p> <p>Know some similarities and differences between different religious and cultural communities</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>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</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Special people from the past.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Know some similarities and differences between different religious and cultural communities</p> | |

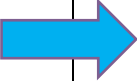

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| Specific Areas | Expressive Art and Design | Creating with Materials | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> | <p>Creating with Materials</p> <p>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.</p> |
| | | Being Imaginative and Creative | <p>Being Imaginative and Creative</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> | |

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| | | Key Activities |  <p>Making area – Adults model how to use tools/techniques</p> <p>Dance sessions</p> <p>Role-play area Home corner</p> <p>Weekly music sessions</p> <p>Outside puppet theatre and instrument box</p> <p>Dressing up</p> <p>Construction and small world areas</p> <p>Large parts outdoors Join in with songs</p> <p>Join in with role play games and use resources available for props</p> <p>Build models using construction equipment. Sing call-and-response songs</p> |  | | |

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| | | | <p>Self-portraits</p> <p>Junk modelling,</p> <p>Take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed</p> <p>Tapping out of simple rhythms.</p> <p>Keeping a steady beat</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> <p>Listen to music and make their own dances in response.</p> | | | |
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The characteristics of effective learning that will help us on our way ...

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| <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> | <ul style="list-style-type: none"> - Realise that their actions have an effect on the world, so they want to keep repeating them. - Reach for and accept objects. - Make choices and explore different resources and materials. - Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." - Make independent choices. - Do things independently that they have been previously taught. - Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention |
| <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence</p> | <ul style="list-style-type: none"> - Participate in routines, - Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. - Show goal-directed behaviour. For example, turn a storage box upside down so they can stand on it and reach up for an object. - Use a range of strategies to reach a goal they have set themselves. - Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. - Keep on trying when things are difficult |
| <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | <ul style="list-style-type: none"> - Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. - Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. - Review their progress as they try to achieve a goal. Check how well they are doing. - Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. - Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." - Know more, so feel confident about coming up with their own ideas. - Make more links between those ideas. |

Alder Coppice Primary School

Long Term Reception Curriculum Overview

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| | <ul style="list-style-type: none">- Concentrate on achieving something that is important to them. They are increasingly able to control their attention and ignore distractions |
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Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.