

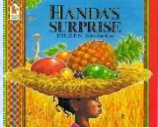

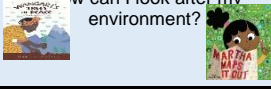










RECEPTION	Autumn		Spring	Summer		
<p>TOPIC/Themes Possible ideas/lines of enquiry (these are ideas and are not limited to, or exhaustive – plans are flexible to support children’s interests and emerging needs) We will develop new subject specific vocabulary through each of our topics</p>	<p>Marvellous me! Key texts: I am enough My dad is brilliant My Mum is fantastic</p> <p>Key questions: How do I feel? How am I different to my friends? What makes me unique?</p> 	<p>Celebrations/ light and dark Key texts: We’re going on a leaf hunt Hedgehogs The nativity story</p> <p>Key questions: How do people celebrate Christmas? Why is Christmas special to Christians? Why are some animals nocturnal?</p> 	<p>How can I be healthy? Key texts: Handa’s surprise The enormous turnip</p> <p>Key questions: How can I be healthy?</p> 	<p>Changes in our environments and life cycle of a chick Key texts: dinosaurs</p> <p>From egg to chick Spring</p> <p>Key questions: How does a chick grow? What are the changes can I see in my local environment?</p> 	<p>Me and my environment Key texts: Me on the map Coming to England Wangari’s Trees of Peace</p> <p>Key questions: Where do I live What is in my school local environment? What is a map? How can I look after my environment?</p> 	<p>A world of mini-beasts and plants Key texts: How to grow a sunflower Information book Minibeasts Mad about minibeasts Summer</p> <p>Key questions: What are mini-beasts? Where can we find mini-beast? What are plants?</p> 
<p>Prime Area: Communication and language</p> 	<p>Get to know one another</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs. Listening to and join in with rhymes and songs Playing games</p> <p>Learn new vocabulary based on topic</p>	<p>Listening to and join in with stories</p> <p>Sharing news – recounts</p> <p>listening to others and taking turns in conversation</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs</p>	<p>Enjoys listening to longer stories and can remember much of what happens.</p> <p>Sharing news</p> <p>Listening to others and taking turns in conversation</p> <p>Answering who, what, where, why and how questions.</p> <p>Learn new vocabulary based on topic. Begin to articulate thoughts and ideas through well-formed sentences. Engage in story times. Listen to and talk about stories to build familiarity and understanding. NELI</p>	<p>Listening to stories</p> <p>Sharing news listening to others and taking turns in conversation</p> <p>Begin to ask questions to find answers. Answering who, what, where, why and how questions.</p> <p>Learn new vocabulary based on topic.</p> <p>Engage in non-fiction books.</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Helicopter stories</p> <p>NELI</p>	<p>Listening to stories Sharing news listening to others and taking turns in conversation</p> <p>Learn new vocabulary based on topic. Begin to articulate thoughts and ideas through well-formed sentences</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Helicopter stories</p> <p>NELI</p>	<p>Listening to stories Sharing news listening to others and taking turns in conversation</p> <p>Learn new vocabulary based on topic. Begin to articulate thoughts and ideas through well-formed sentences</p> <p>Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p> <p>Helicopter stories</p> <p>NELI</p>
<p>Prime Area: Personal, Social and Emotional Development</p> 	<p>Me – a special person Children will:</p> <ul style="list-style-type: none"> recognise and name everyday feelings name their likes and dislikes name positive qualities about themselves understand classroom rules and routines. 	<p>My special people Children will:</p> <ul style="list-style-type: none"> talk about a person who is special to them and describe their special qualities understand that most special people will always care for them and help them make things and share things with friends help other children who do not have friends remember to say “Thank you” and “Sorry” 	<p>Being healthy and safe Children will:</p> <ul style="list-style-type: none"> make healthy choices from a limited range describe when they need medicines. 	<p>Being healthy and safe</p> <ul style="list-style-type: none"> manage personal hygiene routines in school talk about how they have changed since they were a baby use names for the parts of their bodies they can see. 	<p>People who help Children will:</p> <ul style="list-style-type: none"> talk about ways in which adults can help them draw or write about visitors they have met ask for help from an adult. 	<p>Being involved. Children will:</p> <ul style="list-style-type: none"> describe their likes and dislikes give a reason for a preference they have take turns carry out instructions independently when undertaking tasks or responsibilities make a choice.

<p>Prime Area: Physical Development</p> 	<p>Fine motor skills activities Pencil hold/control. Dress and undress. Gross motor skills in PE and outdoors Practising control over malleable materials for example manipulating playdough</p>	<p>Using scissor activities Fine motor skills activities Letter and number formation Pencil hold/control. Dress and undress. Gross motor skills in PE and outdoors</p>	<p>Using scissor activities Fine motor skills activities Letter and number formation Pencil hold/control. Dress and undress. Gross motor skills in PE and outdoors</p>	<p>Fine motor skills activities Pencil grip Practising control over malleable materials for example manipulating playdough Using scissor activities Gross motor skills in PE and outdoors</p>	<p>Fine motor skills activities Pencil grip Practising control over malleable materials for example manipulating playdough Using scissor activities Gross motor skills in PE and outdoors</p>	<p>Fine motor skills activities Pencil grip Practising control over malleable materials for example manipulating playdough Using scissor activities Gross motor skills in PE and outdoors</p>
<p>Throughout the year children will also understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						
<p>Prime Area: Literacy-writing & reading</p> 	<p>Join in with stories, rhymes and songs. Name writing Handwriting patterns Encouraging mark making and emergent writing Hears and says initial sounds in words Letter formation Follow Read, Write Inc programme Fiction and non-fiction texts</p>	<p>Give meaning to mark making – emergent writing Listen to and hear sounds in CVC words To begin to write simple CVC words Make simple lists and add labels using phonological knowledge. Name writing Christmas lists and cards etc. Follow Read, Write Inc programme Fiction and non-fiction texts</p>	<p>Story mapping To role play action in a story Fiction texts Follow Read, Write Inc programme</p>	<p>Information writing – the life cycle of a chick and labelling Write short sentences with words with known sound-letter Write labels Follow Read, Write Inc programme Fiction and non-fiction texts</p>	<p>Simple sentences using phonic knowledge to write words, Recounts Labelling Follow Read, Write Inc programme Fiction and non-fiction texts</p>	<p>Information writing Follow Read, Write Inc programme</p>
<p>Prime Area: Maths White Rose</p> 	<p>Phase 1: Just like me Early mathematical experiences. Exploring pattern and early number. Match and sort Compare amounts</p>	<p>Phase 2: It's me 123 representing 1.2.3 comparing 1.2.3 composition 1.2.3 Circles and triangles Positional language Phase 3: representing numbers to 5 one more one less Shapes with 4 sides Time</p>	<p>Phase 4: Alive in 5 Introducing 0 Comparing numbers Composition of 4&5 Compare mass Compare capacity</p>	<p>Phase 5: Growing 6, 7, 8 6,7 & 8 Combining two groups Length and height time Making pairs Phase 6: building 9 &10 9 &10 Comparing numbers to 10 Bonds to 10 3d shape</p>	<p>Phase 7: On the move Building numbers beyond 10 Counting patterns Phase 8: first, then and now Adding more Taking away</p>	<p>Phase 9: Find my pattern Doubling Sharing and grouping Even and odd Phase 10: Spatial reasoning Compose and decompose</p>
<p>Understanding the World</p> 	<p>Talk about similarities and differences between themselves and others. I can recognise that people have different beliefs and celebrate in different ways. I can talk about family traditions. I can compare and contrast characters from stories including figures from the past Talk about what they see around the School environment on the natural world using a wide vocabulary. I can talk about people in my immediate family. I can talk about where I live. I can draw and explain a simple map of where I live.</p>	<p>I can talk about significant people from both the past and present day. Through learning about habitats, we will also be comparing different environments Nocturnal animals exploring light and dark Celebrations Christmas Remembrance day Diwali Black history month</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. ICT –Operating age appropriate ICT games</p>	<p>I can understand and describe key features of a lifecycle (chick) I can make observations and record what I see and find. I can explain similarities and differences We will be exploring the concept of how some animals are extinct now. Through exploring key texts and videos, we will be contrasting the differences between past and present e.g. what was our planet like when the dinosaurs were alive? How is it different to now? Understand the effects of changing seasons (spring)</p>	<p>Draw and talk about information from a simple map. We will be looking at the effect that humans can have on the environment. Compare and contrast characters from stories, including figures from the past – Who lives in Windsor castle? ICT – Operating age appropriate ICT programmes</p>	<p>Understand the effect of changing seasons (summer). Explore the natural world around us, making observations and drawing pictures of mini-beasts and flowers</p>

	Understand the effect of changing seasons-Autumn			and climate change have on the natural world around them.		
Expressive arts and design 	<p>Children will explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children will explore and engage in music making and dance, performing solo or in groups.</p>					
	Self portraits Autumn crafts and poems Role play – house Artist- Caroline Street-links to RE Learn songs related to topic	Christmas cards Christmas decorations Clay hedgehog Learn songs related to topic	Mother day cards Paper mache Learn songs related to topic	Build/construct with recycled materials Learn songs related to topic	Designing maps Learn songs related to topic	Artist focus: Matisse and Vincent Van Gogh Father's Day cards/crafts Learn songs related to topic. Explore the natural world around us, making observations and drawing pictures of mini-beasts and flowers
Religious Education (LDBS Religious Education Syllabus)	<u>Who Made The Wonderful World? (Creation)</u> Children will learn about what Christians believe about creation, read different Bible stories. They will learn about the natural world and that each individual is unique and precious. They will celebrate Harvest Festival; as well as share the gifts of creation.	<u>Why is Christmas special for Christians?</u> Children will read The story of Jesus' birth and understand the emotions of the characters in the Christmas story. They will prepare for Christmas and understand that Christmas is a special time for Christians and why: God came to earth in human form, as Jesus. - Jesus' birth brings a message of joy, peace and good news	<u>Why do Christians believe Jesus is special?</u> Children will learn what Christians believe that Jesus: loves everyone, he is God's son and was God born as a human, (Incarnation;) They will learn about some of the works and miracles including healing people and teaches people to love others.	<u>Creation – What is so special about Easter?</u> Children will learn about the events of Holy Week, as celebrated by Christians, that Christians believe Jesus died on a cross to show God's love to the world, and that because of Jesus, everyone can be forgiven for their 'sins'. They will learn that Christians believe Jesus rose from the dead. Children will begin to recognise the importance of bread and wine for Christians, how Christians remember what happened at Easter and how they celebrate the festival of Easter.	<u>Creation – Who Cares for This Special World and Why?</u> Children will learn that Christians believe God created the world and wants it to be kept special. They will learn that Christians believe we are stewards of it while we are alive on Earth, and therefore need to look after the world and everything living in it and understand how everyone can help care for different aspects of our world.	<u>Salvation - How did Jesus rescue people?</u> This unit explores six Bible stories which demonstrate the Christian belief that Jesus came to save (or 'rescue') people and give them life in all its fullness.
Trips/ Awareness days	Local Autumn walk Black History month (<i>I am enough</i>)	Guy Fawkes Remembrance Day Diwali	St Patrick's Day Mental Health week	Mother's day Shrove Tuesday Easter *Spring	World earth day	Father's Day Windrush day