


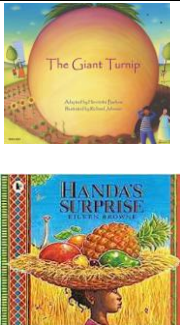
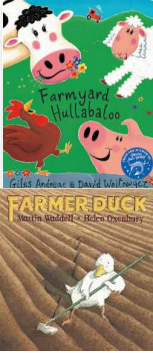


Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Projects	All About Me 	Celebrations 	People who help us 	Growing 	The Farm 	Journeys 
Project Focus	Literacy. Understanding the world (past and present). Personal, social and emotional development. Art- mark making.	Understanding the world. People, religions and communities- similarities and differences. Past and present. Expressive arts and design- Christmas decoration.	Understanding the world. Story telling/information texts. Natural world. Comparing cultures and communities. Past and present.	Understanding the world. Seasonal (including across the year). Literacy. Managing self-healthy living.	Understanding the world- natural world. Personal, social and emotional development. Roles in society.	Literacy- recount narratives. Understanding the world. Expressive arts and design. Local area.
Breadth of Project	Family, emotions, past and present, identity, local area, homes.	Celebration of different cultures - Diwali, Christmas, birthdays.	Exploring the world around them. Information fact files. Problem solving. Roles in society.	Exploring growth and change. Understanding the world- people, culture and communities- this country and others.	Explore what hatches out of an egg. Speaking opportunities.	Problem solving. Story telling. Being imaginative. Explore our local surroundings.
Core Texts		 				 

						
<p>Memorable Experience</p>	<p>Library visit us</p>	<p>Performances Diwali party sample traditional foods. Birthday party Nativity play to parents.</p>	<p>Outdoor exploring Spot signs of winter.</p> <p>Visitor Visit from police officer Sam and nurse Debbie.</p> <p>Trip Lotherton Hall trip to see penguins.</p>	<p>Gardening project Children plant their own sunflower and grow vegetables in the Reception garden.</p>	<p>Animal visitors Children will observe the eggs as they are in the incubator and look after the chicks when they hatch.</p> <p>Visit from the farm.</p>	<p>Local area trip Children explore their local environment and compare.</p>
<p>Literacy</p> <p>Talk Through Stories (Ruth Miskin) across the year</p>	<p>Children will be assigning meanings to marks, talking about what they have drawn and beginning to write initial sounds to label their work.</p>	<p>Children will be using their phonics skills to read simple CVC words and write sounds that they hear in words.</p>	<p>Children will continue to develop their phonics skills to read words and sentences with digraphs (2 letter sound) and write short captions.</p>	<p>Children will become more confident reading red words, such as the, I, my, is and no. They will use these in their writing.</p>	<p>This half term we move onto more complex words in our reading, such as multi-syllabic (catnap, carpark). In writing we will look for ways to add more detail.</p>	<p>Children will use their phonics skills from the year to write short stories and read more complex texts.</p>
<p>Maths</p>	<p>Just like me</p> <ul style="list-style-type: none"> Matching and sorting items 	<p>It's me 1,2,3</p>	<p>Alive in 5!</p> <ul style="list-style-type: none"> Introducing zero Comparing numbers to 5 	<p>Building 9 and 10</p> <ul style="list-style-type: none"> Counting to 9 and 10 	<p>To 20 and beyond</p> <ul style="list-style-type: none"> Build numbers and count 	<p>Find my pattern</p> <ul style="list-style-type: none"> Doubling Sharing and grouping

	<ul style="list-style-type: none"> Comparing items and amounts Comparing size, mass and capacity Exploring patterns 	<ul style="list-style-type: none"> Representing, comparing and composing 1, 2 and 3. Circles and Triangles Using language to describe position <p>Light and Dark</p> <ul style="list-style-type: none"> Representing numbers to 5 Using 'one more' and 'one less' Shapes with 4 sides Time 	<ul style="list-style-type: none"> Composing numbers 4 and 5 Comparing mass and capacity <p>Growing 6, 7 and 8</p> <ul style="list-style-type: none"> Representing, comparing and composing 6, 7 and 8 Combining two amounts Making pairs Length and Height Time 	<ul style="list-style-type: none"> Comparing numbers to 10 Bonds to 10 3D Shapes Spatial awareness Patterns 	<p>patterns beyond 10</p> <ul style="list-style-type: none"> Spatial reasoning Matching, rotating and manipulating shapes and objects <p>First, now and then</p> <ul style="list-style-type: none"> Adding more Taking away Spatial reasoning Composing and decomposing 	<ul style="list-style-type: none"> Even and odd Spatial reasoning Visualising and building <p>On the move</p> <ul style="list-style-type: none"> Deepening understanding Patterns and relationships Spatial mapping Mapping
Communication and Language	Engage in story times, rhymes, and songs. Maintain attention in whole class/groups.	Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Begin to use past tense.	Listen attentively in a range of situations. Consider the listener and take turns.	<i>Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences.</i>	Listen and understand instructions while busy with another task. Maintain activity while listening. Describe events in some detail. Express ideas about feelings and experiences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Retell a familiar story. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults.

<p>Physical Development</p> <p>They will take part in weekly Movement Play. In the Autumn 2 term, children will progress to structured PE lessons.</p>	<p>Movement Play Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>	<p>Fundamentals Unit 1 Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>	<p>Fundamentals Unit 2 Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>	<p>Introduction to PE Unit 1 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>	<p>Introduction to PE Unit 2 Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>	<p>Ball Skills Unit 1 Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>They will develop their fine motor skills through a variety of classroom resources.</p>
<p>PSED</p>	<p>Children will learn to express their likes, dislikes, feelings, understand personal hygiene and behave respectfully.</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p>	<p>Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Begin to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities. Show resilience and perseverance.</p> <p>Begin to attend assemblies- lower only.</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p> <p>Attend assemblies- whole school.</p>

<p>Understanding the World</p>	<p><u>SNAP SCIENCE</u> What does an earthworm do? (Biology)</p> <p>Who lives here? (Chemistry)</p> <p>What is happening to the trees?</p>	<p><u>SNAP SCIENCE</u> What hat is best to wear today? (Chemistry)</p> <p>What melts? (Chemistry)</p> <p>Who has stripes? (Biology)</p>	<p><u>SNAP SCIENCE</u> What happens at night? (Physics)</p> <p>What is in the sky? (Physics)</p> <p>What is the weather like?</p>	<p><u>SNAP SCIENCE</u> What is the moon? (Physics)</p> <p>What happens when you mix it? (Chemistry)</p> <p>What can I grow for my dinner?</p> <p>What is happening to the trees?</p> <p>What goes through? (Chemistry)</p>	<p><u>SNAP SCIENCE</u> What is inside an egg? (Biology)</p> <p>What am I made of? (Biology)</p> <p>Is all of a plant green (Biology)</p> <p>Who are my parents? (Biology)</p> <p>What is happening to the trees?</p>	<p><u>SNAP SCIENCE</u> What makes it move? (Physics)</p> <p>How does my toy work? (Physics)</p> <p>What floats? (Physics)</p> <p>How do you make a good bubble? (Chemistry)</p> <p>What is the weather like today?</p>
<p>Expressive Art and Design</p>	<p>Drawing: Marvellous marks</p>	<p>Painting and mixed media: Paint my world</p>		<p>Sculpture and 3D: Creation station</p>		