

YEAR RECEPTION

TERM	Autumn Term		Spring Term		Summer Term	
THEME	1 st half All About Me	2 nd half Celebrations	1 st half Toys	2 nd half Healthy Living	1 st half On the farm	2 nd half Africa
Writing	<p><u>Name writing</u> <u>Three Little Pigs</u> <u>Three Billy Goats Gruff</u></p> <p>When writing, children begin to give meaning to the marks they are making. They use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Children write their own name and other things such as labels, captions.</p>	<p><u>Naughty & Nice Lists</u> <u>Elf on the shelf</u> <u>Rama and Sita</u></p> <p>When writing, children begin to break the flow of speech into words. They can continue a rhyming string.</p>	<p><u>Toys</u> <u>Old Bear</u> <u>Naughty Bus</u> <u>Arctic</u></p> <p>When writing, children can segment the sounds in simple words and blend them together.</p>	<p><u>Pancake Day</u> <u>How to take care of yourself</u></p> <p>When writing, children can link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p><u>Jack and the Beanstalk</u> <u>Hungry Caterpillar</u> <u>Oliver's Veg</u> <u>The Little Red Hen</u></p> <p>When writing, children use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p><u>Handa's Surprise</u> <u>Dear Zoo</u></p> <p>Children attempt to write short sentences in meaningful contexts.</p>
Reading / Phonics	<p><u>Phonological Awareness</u> Children can listen to, and identify the sounds in the environment. They listen to, explore and identify the different sounds made by instruments. They use their voice to make different sounds. They use their body to make different sounds. They identify the initial sound in a word. They identify words that begin with the same sound. They identify if words rhyme. They continue a rhyming string. They orally blend vc and cvc words.</p>	<p><u>Phase 2</u> Children begin to segment the sounds in simple words and blend them together and know which letters represent some of them. Children can identify the phonemes made by each of the phase 2 graphemes. They read cvc words featuring the phase 2 graphemes. They write cvc words featuring the phase 2 graphemes. They read the phase 2 tricky words. They write the phase 2 tricky words. They read short captions / sentences featuring the phase 2 graphemes. They begin to write a short caption featuring the phase 2 graphemes.</p>	<p><u>Phase 2/3</u> Children begin to segment the sounds in simple words and blend them together and know which letters represent some of them. They identify the phonemes made by each of the phase 3 graphemes. They read words featuring the phase 3 graphemes. They write words featuring the phase 3 graphemes. They read the phase 3 tricky words. They write the phase 3 tricky words. They read short sentences featuring the phase 2 grapheme.</p>	<p><u>Phase 2/3</u> Children link sounds to letters, naming and sounding the letters of the alphabet. They begin to read words and simple sentences. They use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p><u>Phase 3</u> Children identify the phonemes made by each of the phase 3 graphemes. They read words featuring the phase 3 graphemes. They write words featuring the phase 3 graphemes. They read the phase 3 tricky words. They write the phase 3 tricky words. They read short sentences featuring the phase 2 grapheme.</p>	<p><u>Phase 3/4</u> Children enjoy an increasing range of books. They know that information can be retrieved from books and computers. Children identify the phonemes made by each of the phase 3 graphemes. They read words featuring the phase 3 graphemes. They write words featuring the phase 3 graphemes. They read the phase 3 tricky words. They write the phase 3 tricky words. They read short sentences featuring the phase 2 grapheme.</p>

<p>Maths</p>	<p>Getting to know you Children will be given time to get to know their peers and adults through play. The provision is introduced and children use positional language to know where things belong. They learn key times of day and class routines.</p> <p>Just like me! Children learn how to match by finding objects and matching ones that are the same. They learn that collections of objects can be sorted in sets according to size, colour or shape. They begin to understand that the same set of objects can be sorted in different ways, and begin to say how they can sort them. They then move onto guessing a rule for sorting. Children begin to compare and order amounts, starting to know which set has more or fewer objects. Children begin to compare size, mass and capacity. They also start to look at how to copy, continue and create patterns.</p>	<p>It's me 1, 2, 3! Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. Children match number names to numerals and quantities. They begin to mark make to represent the amounts. Children begin to understand that the next number in sequence is more than the one before. They play with the numbers to understand that 1 and 1 is the same as 2. Children are introduced to circles and triangles, learning their properties. Positional language is introduced in play.</p> <p>Light and dark Children continue building knowledge of numbers including counting on and back with number 4 and then 5. They learn how to find one more and one less with concrete objects and a five frame. Children learn about squares and rectangles, and how they have 4 sides and 4 corners. They focus on how shapes can be in different orientations. Children talk about night and day, sequencing key events in their daily routine.</p>	<p>Alive in 5 The children will learn the number name zero and the numeral 0 to represent the idea of 'nothing there' or 'all gone'. Children continue to understand that when comparing numbers up to 5, one quantity can be more than, the same as or fewer than another quantity. They will have direct comparisons of comparing weight and capacity.</p> <p>Growing 6, 7, 8 Children continue to apply the counting principles when counting 6, 7 and 8. They build on their earlier work on matching to find and make pairs. Children begin to understand that a pair is two. They begin to notice that some quantities will have an odd one left over with no partner. Children begin to combine 2 groups to find out how many there are altogether. Children begin to use language to compare length and height. Children begin to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They also use the language 'yesterday, today, tomorrow' to describe events.</p>	<p>Building 9 and 10 Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). They represent 9 and 10 in different ways. Children notice that a 10 frame is full when there is 10. They begin to subitise groups of 9 and 10.</p>	<p>To 20 and beyond Encourage the children to build and identify to 20 (and beyond) using a range of resources. 10 frames, number shapes, towers of cubes and bead strings all support the children to see that larger numbers are composed of full 10s and part of the next 10. Provide opportunities for children to recognize that the numbers 1-9 repeat after every full 10. Children are also given opportunities to select and rotate shapes to fill a given space. They are encouraged to say why they chose a particular shape and why others wouldn't match. They also use positional language to describe where shapes are in relation to one another.</p> <p>First, Then, Now The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts. The children can use real objects to see that the quantity of a group can be changed by taking items away. This is also explored with the first, then, now structure. Children understand that shapes can be combined and separated to make new shapes.</p>	<p>Find my pattern The children will learn that double means 'twice as many'. They are given opportunities to build doubles using real objects and mathematical equipment. Children will revisit sharing and be given opportunities to recognize and make equal groups. From this, they will begin to notice even and odd number shapes. Children make models and use positional language to describe where they are in relation to one another.</p> <p>On the move Children are given time and opportunities to engage in extended problem solving and to develop their critical thinking skills. They explore maps and how we use them to represent places and think about where things are in relation to each other.</p>
<p>Science</p>		<p>Autumn Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how</p>	<p>Winter/Ice Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how</p>	<p>Healthy Living Spring Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate</p>	<p>Growing plants Caterpillars Farms and Baby Animals Children explore the natural world around them. They can describe what they see, hear and feel whilst outside. They recognise some environments</p>	<p>Habitats Animal features Summer Children know some similarities and differences between the natural world around them and contrasting environments, drawing on</p>

		environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children to be able to identify what is healthy, and unhealthy choices for food. Children will understand that they don't need to cut out unhealthy food but to eat it in moderation. Children to be able to identify what activities are good for our bodies as well.	that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. They can understand the key features of the life cycle of a plant and an animal.	their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
History	Families & order in families The children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Remembrance Bonfire Night The children 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. Children talk about the lives of the people around them and their roles in society	Toys Old & New The children can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children understand the past through settings, characters and events encountered in books read in class and storytelling.	Farms past & present The children 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. Children understand the past through settings, characters and events encountered in books read in class and storytelling. Children show care and concern for living things and the environment		The Queen The children use non-fiction texts and videos to understand who the queen is and what she does. Children to understand the importance of the Queen as a national figure.
Geography	Where we live Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	United Kingdom Children explore the natural world around them. Children describe what they see, hear and feel whilst outside. They recognise some environments that are different to the one in which they live. They understand the effect of changing seasons on the natural world around them.	China The Arctic Children can 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.			Globes and maps Africa The children draw information from a simple map. They understand that some places are special to members of their community.
Art & D.T.	Self-Portraits Children explore, use and refine a variety of artistic effects to express their ideas and feelings. They can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Christmas Craft Diva Lamps Children develop their own ideas and then decide which materials to use to express them. They join different materials and explore different textures. They can create closed shapes with	Ice Art Design & Make a Toy Children develop their own ideas and then decide which materials to use to express them. They join different materials and explore different textures. They can create closed shapes with	Making Puppets Acting out stories Children invent, adapt and recount narratives and stories with peers and their teacher. They develop storylines in their pretend play. They make use of props and materials	Making Castles Butterfly Prints Children explore, use and refine a variety of artistic effects to express their ideas and feelings. They return to, and build, on their previous learning, refining ideas and developing their ability to	Sunset paintings Portraits of the Queen / Making hats or knickers Children explore, use and refine a variety of artistic effects to express their ideas and feelings. They can safely use and explore a variety of materials, tools and

		continuous lines, and begin to use these shapes to represent objects	continuous lines, and begin to use these shapes to represent objects.	when role playing characters in narratives and stories	represent them. They create collaboratively, sharing ideas, resources and skills	techniques, experimenting with colour, design, texture, form and function.
Music	Charanga Nursery Rhymes The children listen and respond to different styles of music. Embedding foundations of the interrelated dimensions of music. They Learn to sing or sing along with nursery rhymes and action songs. They improvise leading to playing classroom instruments. They share and perform the learning that has taken place	Christmas Play Children to learn new songs and perform these songs with dance routines to parents & carers.	Dragon Dance Working in pairs/small groups children to be able to link together a series of dance moves to a simple drum beat.	Charanga Our World The children listen and respond to different styles of music. Embedding foundations of the interrelated dimensions of music. They Learn to sing or sing along with nursery rhymes and action songs. They improvise leading to playing classroom instruments. They share and perform the learning that has taken place	Charanga Big Bear Funk The children listen and appraise Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. They learn to sing Big Bear Funk and revisiting other nursery rhymes and action songs. They play instruments within the song. They improvise using voices and instruments. They are introduced to riff-based composition. They share and perform the learning that has taken place	Charanga Reflect, rewind and replay African Drumming The children listen and appraise. They continue to embed the foundations of the interrelated dimensions of music using voices and instruments. They sing and revisit nursery rhymes and action songs. They play instruments within the song. They improvise using voices and instruments. They continue to work on riff-based composition. They share and perform the learning that has taken place.
ICT					Exploring Purple Mash Learning how to log in and use different simple programmes.	Exploring Purple Mash Learning how to log in and use different simple programmes.
P.E.	Spatial Awareness The children can work on simple tasks by themselves. They can follow instructions and practise safely. They enjoy working on simple tasks with help. They can balance on one leg and use a variety of footwork to travel.	Balance Children can work sensibly with others, taking turns and sharing. They can play with others and take turns and share with help. They can jump and land safely. They can balance in a seated position.	Co-ordination Children can name some things they are good at. They can understand and follow simple rules. They can follow simple instructions. They can balance on a line and make a stance balance.	Throw and Catch Children can explore and describe different movements. They can observe and copy others. They apply ball skills with a partner. They can counter balance with a partner.	Skipping Children to be able to begin using hand/arm coordination to be able to use a skipping rope.	Running Children to be aware of their surroundings, and use correct arm movements to run in short races.
R.E.		Christmas Divali Children understand that some places are special to members of their community. They recognise that people have different beliefs and celebrate special times in different ways.	Pancake Day Easter Children understand that some places are special to members of their community. They recognise that people have different beliefs and celebrate special times in different ways.			
PSHE	Rules and routines They see themselves as a valuable individual. Children build constructive and respectful relationships. They can express their feelings and consider the feelings of others. They can show resilience and perseverance in the face of challenge. They can identify and		Cosmic yoga Children to be able to be able to complete a simple yoga routine that is set to a story.	Healthy Living Children know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time' - having a good sleep routine	Zen Den Children to begin learning tools for mindfulness such as mindful breathing and looking using Zen Den to help us.	Transition to Year 1

	moderate their own feelings socially and emotionally. They think about the perspectives of others.			- being a safe pedestrian		
ReflectED	<p>As part of the Early Years Curriculum, children are exposed to the Characteristics of Effective Learning and Teaching throughout their learning day and in continuous provision:</p> <ul style="list-style-type: none"> • playing and exploring – children investigate and experience things, and ‘have a go’ • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things <p>Adults observe and interact with children to pursue curiosity and reflect on their learning, which provides a basis for the school ReflectED scheme approach.</p>				<p>Reflected scheme</p> <p>Children begin to understand what to do if they get stuck or make a mistake. They also understand what to do if they find something difficult. They also understand the attitude of finding something tricky and turning it around.</p>	<p>Reflected scheme</p> <p>Children to begin to understand growth mindset and how it effects their learning. They are introduced to perseverance and resilience.</p>