

# Reception

(Further detail on content can be found on termly plans)

	Autumn One (7 weeks)	Autumn Two (7 weeks)	Spring One (6 weeks)	Spring Two (5 weeks 3 days)	Summer One (6 weeks)	Summer Two (6 weeks)
<b>Topic Title / Information:</b>	Settling in (2 weeks)  All About Me (2 weeks)  Autumn and Halloween (3 weeks)	Colours (2 weeks)  People who help Me (2 weeks)  Christmas / celebrations (3 weeks)	Winter Wonderland (2 weeks)  Space (2 weeks)  Superheroes (2 weeks)	Fairy-tales (4 weeks)  Easter/Spring (1 week)	Farm (3 weeks)  Mini Beast topic (3 weeks)	Transport (2 weeks)  Seaside/Under the Sea (3 weeks)  Transition
<b>Book/text links</b>	 	 	 	 	 	 

<p><b>Maths</b></p>	<p>As <b>Mathematicians</b>, we will;</p> <ul style="list-style-type: none"> <li>• Begin to use the correct names for 'flat' 2D shapes.</li> <li>• Sort objects into groups</li> <li>• Recognise and use numerals 1-5 in my learning</li> <li>• Find one more and one less than (1-5)</li> <li>• Order and sequence familiar events (My day)</li> <li>• Compare quantities of identical and non-identical objects</li> </ul>	<p>As <b>Mathematicians</b>, we will;</p> <ul style="list-style-type: none"> <li>• Begin to recognise and name some 3D shapes.</li> <li>• Begin to use prepositional language (eg behind, in front)</li> <li>• Use the language of more/fewer</li> <li>• Add two numbers that total 5 (Number bonds to 5)</li> <li>• Recognise and use numerals 1-10.</li> <li>• Combine two groups to find the whole (to 10)</li> <li>• Find number bonds to ten using manipulatives for support.</li> </ul>	<p>As <b>Mathematicians</b>, we will;</p> <ul style="list-style-type: none"> <li>• Recognise, create and describe patterns (shapes, colours, the natural world)</li> <li>• Add by counting on</li> <li>• Subtract by counting back</li> <li>• Count to 20</li> <li>• Explore numerical patterns (doubling, halving, odds and evens)</li> <li>• Begin to use everyday language relating to money.</li> <li>• Order 2/3 items by length/weight/capacity/height.</li> </ul>
<p><b>Literacy</b></p>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Give meaning to the marks we make</li> <li>• Write our own name and some captions</li> <li>• Orally re-tell simple stories</li> <li>• Sequence a story (through role play etc)</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words.</li> <li>• Recognise familiar words including our own name.</li> <li>• Begin to segment and blend the sounds in simple words. (In line with phonics knowledge)</li> </ul>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Use story-telling vocabulary (once-upon-a-time..) when re-telling</li> <li>• Begin to use simple connectives</li> <li>• Explore rhyme and alliteration</li> <li>• Use our phonics knowledge to write words which are spelt correctly or match our spoken sounds.</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Understand that information can be retrieved from books and computers.</li> <li>• Continue a rhyming string</li> <li>• Use vocabulary and forms of speech that are increasingly by our experience of books.</li> <li>• Segment and blend the sounds in simple words. (In line with phonics knowledge)</li> </ul>	<p>As <b>Writers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Use a capital letter at the start of sentences</li> <li>• Finish a sentence with a full stop</li> <li>• Use finger spaces between words.</li> </ul> <p>As <b>Readers</b>, we will;</p> <ul style="list-style-type: none"> <li>• Read some common irregular words.</li> <li>• Use our phonic knowledge to decode regular words.</li> <li>• Enjoy an increasing range of books</li> <li>• Read and understand simple sentences</li> <li>• Segment and blend the sounds in simple words. (In line with phonics knowledge)</li> </ul>

<p><b>Phonics</b></p>	<p>Phase 1 and Assessments</p> <p>S a t p i n m d g</p>	<p>B f ff L ll ss Reading CVC</p>	<p>J v x y z zz qu ch sh th ng ai ee igh</p>	<p>Oa oo ar or ur ow oi ear air ure er</p>	<p>Phase 4 clusters and blends</p> <p>ay ou ie oy ur ue</p>
<p><b>Understanding the world</b></p>	<p><b>The World-</b></p> <ul style="list-style-type: none"> <li>Asks questions/comments about aspects of their familiar world</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul> <p><b>Technology -</b></p> <ul style="list-style-type: none"> <li>Shows an interest in and operates simple equipment.</li> <li>knows that info can be retrieved from computers.</li> </ul> <p><b>People and communities-</b></p> <ul style="list-style-type: none"> <li>Shows an interest in the lives of people who are familiar to them</li> <li>Remembers and talks about significant events.</li> <li>Knows some of the things that make them unique.</li> </ul>		<p><b>The World-</b></p> <ul style="list-style-type: none"> <li>Can talk about things they have observed eg plants, animals, natural and found objects.</li> <li>Looks closely at similarities, differences, patterns and change.</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>Shows an interest in different occupations and ways of life.</li> </ul>		<p><b>The World-</b></p> <ul style="list-style-type: none"> <li>Know about similarities and differences in relation to places, objects, materials and living things.</li> <li>Talk about their own immediate environment and how environments vary from one another.</li> <li>Make observations of animals and plants and explain why some things occur</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools.</li> <li>Select and use technology for particular purposes.</li> </ul> <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events</li> <li>Know that other children don't always enjoy the same things and are sensitive to this.</li> <li>Know about similarities and differences between themselves and others.</li> </ul>

<p><b>Expressive arts and design</b></p>	<p><b>Exploring and using media and materials-</b></p> <ul style="list-style-type: none"> <li>• Explores mixing colours</li> <li>• Explores different sounds of instruments</li> </ul> <p><b>Being imaginative-</b></p> <ul style="list-style-type: none"> <li>• Play co-operatively to develop a narrative.</li> <li>• Introduces storyline or narrative into play</li> </ul>	<p><b>Exploring and using media and materials-</b></p> <ul style="list-style-type: none"> <li>• Build a repertoire of songs and dances.</li> <li>• constructs with a purpose in mind.</li> <li>• Manipulate materials for desired effect</li> </ul> <p><b>Being imaginative-</b></p> <ul style="list-style-type: none"> <li>• Create simple representations of events, people and objects.</li> <li>• imitates new combinations of movements and gesture to express ideas/feelings.</li> </ul>	<p><b>Exploring and using media and materials-</b></p> <ul style="list-style-type: none"> <li>• Children sing songs, make music and dance, and experiment with ways of changing them.</li> <li>• They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p><b>Being imaginative-</b></p> <ul style="list-style-type: none"> <li>• use what they have learnt about media and materials in original ways</li> <li>• represent own ideas, thoughts and feelings through DT, art, music, dance, role play and stories.</li> </ul>
<p><b>Physical Development</b></p>	<p><b>Health and self care</b></p> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Shows understanding of the need for safety and considers/ manages some risks.</li> </ul> <p><b>Moving and Handling</b></p> <ul style="list-style-type: none"> <li>• Uses a pencil and holds it effectively to form recognisable letters</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Jumps off an object and lands appropriately</li> </ul>	<p><b>Health and Self care</b></p> <ul style="list-style-type: none"> <li>• Shows some understanding that good practices can contribute to good health.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Shows increasing control over an object</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Experiments with different ways of moving.</li> </ul>	<p><b>Health and Self care</b></p> <ul style="list-style-type: none"> <li>• Knows importance for good health of physical exercise, and a healthy diet.</li> <li>• Manage their own basic hygiene and personal needs successfully</li> </ul> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Children show good control and co-ordination in large and small movements.</li> <li>• Move confidently in a range of ways</li> <li>• Handle equipment and tools effectively, including pencils</li> </ul>
<p><b>Communication and Language</b></p>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Focuses attention</li> <li>• Listens to others one to one or in small groups.</li> </ul>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Two-channelled attention – can listen and do for short span.</li> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> </ul> <p><b>Speaking</b></p>	<p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Listen attentively in a range of situations.</li> <li>• Listens to stories, accurately anticipating key events and respond.</li> </ul>

	<ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language to imagine in play situations.</li> <li>• Includes a narrative during play.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Follows a story without pictures/prompts.</li> <li>• Responds to instructions involving a 2-part sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Extends vocabulary exploring the meaning and sounds of new words.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understand humour eg nonsense verse</li> <li>• Responds to ideas expressed by others.</li> </ul>	<ul style="list-style-type: none"> <li>• They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Express themselves effectively, showing awareness of listeners' needs.</li> <li>• Use past, present and future forms accurately</li> <li>• Connect ideas or events.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• follow instructions involving several ideas or actions.</li> <li>• Answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>
<p><b>Personal, social and emotional development</b></p>	<p><b>Self-confidence and self-awareness-</b></p> <ul style="list-style-type: none"> <li>• Separates well from main carer</li> <li>• expresses own preferences and interests.</li> <li>• Selects and uses activities and resources.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations</li> <li>• Forms bonds with adults and peers in class.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Able to share and take turns</li> <li>• Beginning to become aware of own feelings and can discuss.</li> <li>• Able to adapt behaviour in different situations.</li> </ul>	<p><b>Self-confidence and self-awareness.</b></p> <ul style="list-style-type: none"> <li>• Asks for help</li> <li>• Describe self positively and talk about abilities.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Takes account of what others say</li> <li>• Explains knowledge and understanding and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• Negotiate and solve problems without aggression.</li> <li>• Understand own actions affect others.</li> </ul>	<p><b>Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to try new activities and say why they like some activities more than others.</li> <li>• Confident speaking in a familiar group and will choose the resources they need for their chosen activities.</li> </ul> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Play co-operatively, taking turns.</li> <li>• Take account of one another's ideas</li> <li>• show sensitivity to others' needs and feelings</li> <li>• form positive relationships with adults and other children.</li> </ul> <p><b>Managing feelings and behaviour</b></p> <ul style="list-style-type: none"> <li>• talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</li> <li>• Work as part of a group and understand and follow the rules.</li> </ul>

					<ul style="list-style-type: none"> <li>They adjust their behaviour to different situations take changes of routine in their stride.</li> </ul>	
<b>Enhancements</b>	Harvest	Pantomime Delivering Christmas cards to local residents.  Christmas play		Easter Bonnet Parade	Farm trip Forest school sessions	Art Week National Sports Week Transition activities