

Reception						
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me	Celebrate	Traditional Tales	If I were a... When I grow up	Growing	Life cycles
	Topics: Myself – all about me My family – who is in my family My school – tour of school/ Harry and the dinosaurs go to school My likes/ dislikes – what do I like and why?	Topics: Diwali Fireworks Christmas	Topics: 3 little pigs Little red riding hood Gingerbread man ...	Topics: Superhero People who help us x2 weeks What I want to be when I grow up Easter	Topics: Healthy eating Fruit and veg Sunflowers Herb garden	Topics: Flowers Butterfly Frogs Very hungry caterpillar
Communication and Language – (Listening, attention and understanding)	Weekend news telling/ writing Introduce learning partners Role play/ small world observations Expressing feelings: talking about self, likes and dislikes Understanding rules and routines Circle times – talking about how we felt on first day/ now Philosophy for children Class bear to be introduced Grandparents' Tea? Introduce characters for learning	Weekend news telling/ writing Introduce show & tell and model what a 'question' is What's in the box – good for expressing language Questions: where, what, who, when, how, why? Learning partners to be changed Expressing feelings: talking about own experiences – how do we feel at different points of the year (eg Christmas - excited) Class bear to be sent home – children to write/ take photos and share with the rest of the class at the end of the week before going home with someone else – book to be left in reading area for children to explore Philosophy for children Christmas performance	Weekend news telling/ writing Show & Tell Questions: how, why Instructions: giving instructions (links to beebots) Role-play and small world: using own experiences in play and making links Philosophy for children Talk for writing – pictures readily available for children to talk and write about Have a day of free writing each week with pictures to engage the children for independent writing Performing to an audience:	Show & Tell Questions: listening to others' questions and asking for different information Oral news: forming ideas into extended sentences, using connectives Role-play and small world: using own experiences in play and making links Talk about the interests of the children and what they think they want to be when they grow up Do we all like the same things? What do your Mums and Dads do for their job? Role play area based on children's interests and different jobs – lots of rich language in the environment Exciting hooks to link to rich language opportunities	P4C Speaking for Writing: forming ideas into sentences, using adjectives Instructions: following and giving simple instructions Role-play and small world, developing ideas on a theme Hot seating characters from the story Talking about feelings and emotions of the characters Opportunities for rich language and vocabulary Talking about the process something follows to grow How do you know...?	Critical thinking: what do you think, why, what were your partner's ideas? Think, pair, share – why do you think that? Talk for writing: forming ideas into sentences, using connectives and developing awareness of the purpose (fiction/non-fiction) Instructions: following and giving more complex instructions (beebots and small group work) Role-play and small world, developing ideas on a theme Speaking for an audience: <i>Father's Day Song/poem</i> Alternative endings to stories – thinking of and writing their own versions Rich language opportunities linked to life cycles Get butterflies and chicks/ ducks (share with Nursery) – children to talk about the changes they can see and the process of which they grow.

Physical Development (Gross motor skills, fine motor skills)	Ballet Tots Gross and fine motor, threading, playdough, handwriting patterns etc Cutting assessment PE/ music and movement Forest school		Gross and fine motor, threading, playdough, handwriting patterns etc Dance: Ballet Tots PE/ music and movement Forest school		Gross and fine motor, threading, playdough, handwriting patterns etc Dance: Ballet Tots PE/ music and movement Forest School:	Gross and fine motor, threading, playdough, handwriting patterns etc Dance: Ballet Tots PE/ music and movement Forest School:
Personal, Social and Emotional Development (self-regulation, managing self, building relationships)	Class rules and routines Manners Kind words and hands Being a good friend Resilience Proud to be me Name games BLP What sorts of boundaries are appropriate in friendships with peers and others?	Reflecting on learning and thinking about what we want to get better at/ recognise and be proud of what I can do well Building on independence Recognising and naming own feelings – use zones of regulation board and refer children to this when they are struggling to explain their feelings. Recognising how actions can impact on others' feelings Talk about how I am the same and different from others Colour monster book Asking questions	Using words to negotiate, co-operate and problem solve Recognise and be proud when showing resilience Talk about how I am the same and different from others linking to likes and dislikes Why am I a good friend? How do the characters in the book feel and why? Hot seating characters from the story Performing to an audience: <i>Mother's Day Tea</i>	Recognising and naming feelings in others Recognising how actions can impact on others' feelings Using words to collaborate and solve problems – model situations and can the children help with these? Recognise and be proud of what I can do well – what could I do better at? Praising others hard work or good behaviours Introduce monitors to look for children making good choices Talk about how I am the same and different from others Talk about interests, likes and dislikes linked to jobs when they grow up Easter story/ learning	Recognise and be proud of what I can do Recognise and be proud when I am resilient Play and work alongside others on a common task Begin to collaborate on a task Understanding how something grows and what it needs to grow	Talk about what I can do and what I find tricky Recognise different ways of solving a problem Co-operating and collaborating on a child-initiated task Speaking for an audience: <i>Father's Day Song/poem</i> Talking about change and transition – book linked to the caterpillar turning into a butterfly and how they have changed – children to talk about what they have noticed about our own butterflies. Talk about the animals in class – what have they noticed? How do they need to behave around them? How can we keep them safe?
Literacy (comprehension, word reading, writing)	RWI reading and writing segmenting and blending Set 1 sounds/ tricky words News Writing: thinking of what to say, forming ideas into sentences, beginning to write using the known sounds Recognising rhyme, silly soup	RWI reading and writing News Writing, CVC words and begin some simple sentences segmenting and blending Writing birthday/ Christmas Cards Continuing rhyming strings Story structure: what might happen next, making predictions, talking about setting	RWI reading and writing, Ditty books, phonic reading books News writing, writing non-fiction labels Sentence structure cards to begin writing Story structure, what might happen next, creating a group story	RWI reading and writing, Ditty books, phonic reading books News Writing Information writing: fact/fiction, all about space Lists: home corner/ shopping? Story structure, alternative endings, beginning to create own story Library Visits: Bourne Hall	RWI reading and writing, Ditty books, phonic reading books Weekly Writing Focus: Describing settings, characters, events Creating own story versions of focus stories and using Story Bag Introduce the children to the alternative stories from the	RWI reading and writing, Ditty books, phonic reading books Weekly writing focus: Labels/captions, Non-Fiction and Fiction texts about life cycles and other minibeasts they have found All about animals – what do we know and what do we want to

	<p>Story: what happens, good characters and bad characters</p> <p>Children to begin reading and when ready, books will be sent home</p> <p>Sound flash cards sent home with certain children</p> <p>Listen to and join in with stories</p> <p>Reading books sent home</p>	<p>Writing about feelings</p> <p>Christmas lists</p> <p>Writing linked to topics</p>	<p>Creating own Rhyming String, Recognising Alliteration</p> <p>Letter formation practising</p> <p>Telling own stories through acting/ drama</p> <p>Hot seating characters</p> <p>Writing simple sentences, including short stories</p> <p>Writing for different purposes</p>	<p>Writing linked to role play area and small world – children to create their own labels/ signs etc</p> <p>Lists, recipes, stories, cards, free writing opportunities</p>	<p>other characters – giving story a different meaning.</p> <p>Library Visits: Bourne Hall</p> <p>Steps Stories Process Lists Writing for different purposes</p>	<p>find out? Children to share their own knowledge and understanding with the</p> <p>The very hungry caterpillar Writing their own alternative story based on VHC</p>
<p>Maths</p> <p>(number, numerical patterns)</p>	<p>See White Rose planning</p> <p>Daily: recognising numbers, counting to 10/20, recognising repeating patterns, days of the week</p> <p>Baseline assessments</p> <p>Recognising, counting & ordering numbers to 10</p> <p>Addition and subtraction</p> <p>All about numbers: 2, 3, 4, 5, 6 – begin looking at number bonds and ways to make the numbers</p>	<p>See White Rose planning</p> <p>Daily: ordering numbers, recognising repeating patterns, months of the year</p> <p>Recognising and describing 2D shape</p> <p>Looking at clocks and introducing time, adding groups together</p> <p>Adding: counting on using objects & number line or hundred square, beginning to record simple addition using simple representations or</p> <p>Sorting/classifying by colour & size etc</p> <p>Introduce language 'tens' and 'units'/'ones'</p> <p>Focusing on numbers 7, 8, 9, 10, 11 – using our number bond knowledge to help with addition</p>	<p>See White Rose planning</p> <p>Daily: ordinal numbers, repeating patterns, days/months</p> <p>Adding & Taking Away: using objects & number line, writing and solving number sentences</p> <p>3D Shape</p> <p>Introduce estimating</p> <p>Positional Language</p> <p>Size: height, length, width Measuring using non-standard units, using a ruler to measure in cm</p> <p>Ordinal numbers – CNY</p> <p>Counting in 2s</p> <p>Focus on numbers 12, 13, 14, 15, 16 Mean teen numbers – made up of 10's and 1's (not 1 and 3)</p>	<p>See White Rose planning</p> <p>Daily: ordinal numbers, repeating patterns, days/months</p> <p>Creating Repeating Patterns</p> <p>Number bonds</p> <p>Money: coins, value (ways of making 5p, 6p, 7p)</p> <p>Symmetrical patterns</p> <p>Time: o'clock</p> <p>Adding & Subtraction: using objects, number line, mental calculation, writing & solving number sentences</p> <p>Weight comparisons/ estimating – great and small</p>	<p>See White Rose planning</p> <p>Daily: ordinal numbers, repeating patterns (children's own), days/months</p> <p>Number bonds to 10</p> <p>Place Value: 10s & units/1s</p> <p>Pictograms – creating and interpreting</p> <p>Time: half past</p> <p>Money: Ways to make 10p, giving change</p> <p>Weight</p> <p>Recap shape</p> <p>Part, part, whole – partitioning</p> <p>Finding the missing number</p>	<p>See White Rose planning</p> <p>Daily: ordinal numbers, repeating patterns (children's own), days/months</p> <p>Recognising multiples of 10 & 5</p> <p>Capacity</p> <p>Time: quarter past, one hour later/earlier, half an hour later/earlier</p> <p>Shape: finding half</p> <p>Sharing, fair and unfair</p>

<p>Understanding the World</p> <p>(Past and present, people, culture and communities, the natural world)</p>	<p>Talking to the children about their families and friends. Where do they come from?</p> <p>Who is in our family?</p> <p>Why are they special to us?</p> <p>What do we know about this topic/ what do we want to find out?</p> <p>Things then and now</p> <p>All about me: How tall am I? What do I look like? Senses Forest school/ world around us</p>	<p>Finding out about different celebrations – what do the children celebrate? What do we know and what do we want to find out?</p> <p>Father Christmas FC has been in the class and left us a note...can we help him? Message from FC can the children reply Road safety: traffic lights, crossing the road (going to post letters)</p> <p>Diwali (Hindu/Sikh) 5th November: Bonfire Night Birthdays – class bears birthday Christmas</p>	<p>What do we already know? What do we want to find out?</p> <p>Note seasonal features (ready to compare to changes later in term) Discuss daily weather Naming and grouping items collected on visits Identifying features of items collected Children to match labels (made by teacher or children) to items as an example of how they can make their own labels. Discuss what you find in the woods</p>	<p>What do we already know about? What do we want to find out about?</p> <p>What is a Superhero's job? What would your superpower be? What do you want to be when you grow up and why?</p> <p>Read lots of stories to get the children thinking.</p> <p>Easter – talking about celebrations – do the children know about Easter? Share the story.</p>	<p>What do we already know about? What do we want to find out about?</p> <p>Favourite books – links with learning about growing</p> <p>How do we look after our world? What do we need? How does something grow?</p> <p>Look at our own bodies and how we grow – what do we need to grow etc?</p>	<p>What do we already know about? What do we want to find out about?</p> <p>Similarities & differences between animals: focus on Different animal habitats & how animals suit their environment How do they grow?</p> <p>Do they need a certain environment to grow in? Use ICT for own purposes Many links to forest school and what they find there. Can the children talk about the environment as it changes?</p>
<p>Expressive Arts and Design</p> <p>(Creating with materials, being imaginative and expressive)</p>	<p>Free choice art – introduce area and boxes to the children</p> <p>Making class display Teach art skills with taking paint and packing away</p> <p>Free choice paint station Self portraits</p> <p>Cooking: Gingerbread people/ pizza faces</p>	<p>Free choice art – change resources in pots</p> <p>Clay Diwali lamps Christmas cards Tree Decorations Christmas Grotto Role-play Small World based on children's interests Firework art – straws, chalk etc</p> <p>Cooking: Cupcakes for bears birthday/ Christmas related</p>	<p>Free choice art Junk modelling – things from the stories</p> <p>Creating artwork with resources from our visit/ walk/ forest school</p> <p>Role play and small world – children to vote (link to British values – voting and adding own additions)</p> <p>Cooking: Valentine's Day Heart Biscuits Mother's Day Cup Cakes Gruffalo linked cooking</p>	<p>Free choice art</p> <p>Role play and small world – children to vote (British values – voting, turn taking, sharing etc)</p> <p>Easter cards Easter related art Art linked with stories read Cooking: Easter Chocolate Nests</p>	<p>Child-initiated activities</p> <p>Role-play Small World (linked with interests and topics – children to enhance)</p> <p>Planting herb garden</p> <p>Cooking with produce we have made</p>	<p>Child-initiated activities</p> <p>Role-play Small World – life cycles/ different animals</p> <p>Making animals and their habitats – how do they change as the life cycle happens</p> <p>Making a minibeast hotel for CL outdoor area Caterpillars/ butterflies etc</p> <p>Animal hunts</p>
<p>Visits</p>			<p>Visit round the local area to see what we can see</p>			