

# Reception

## Autumn Term 1 - Reception

### Getting to Know Me

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p>How do we learn and play with others at school?</p> <ul style="list-style-type: none"> <li>-Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>-Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>-Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p>Settling into school. Can play in a group and demonstrates friendly behaviour, start to form good relationships with peers and adults. Become confident in the classroom. Select and use activities and resources with help. Start to understand and follow the expectations of the classroom setting.</p>	<p>What can I understand when I listen?</p> <ul style="list-style-type: none"> <li>-Maintains attention, concentrates and sits quietly during appropriate activity</li> <li>-Responds to instructions involving a two-part sequence.</li> <li>-Links statements and sticks to a main theme or intention.</li> <li>-Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul> <p>Give children time to talk about their feelings and needs. Play games where children are encouraged to build on their listening and attention skills and get used to listening to different adults for different purposes. Encourage children to take part in group and whole class games and discussions. Introduce TTYP as a way to speak to peers.</p>	<p>How do I play safely when there are other children around?</p> <ul style="list-style-type: none"> <li>-Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>-Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>-Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>-Shows a preference for a dominant hand.</li> </ul> <p>Explore the inside and outside learning areas. Weekly PE lessons. Begin to use, or further develop, holding a pencil between thumb and two fingers. Can copy some letters during RWI lessons, name writing.</p>	<p>Why do we read and write?</p> <ul style="list-style-type: none"> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>-Enjoys an increasing range of books.</li> <li>-Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>-Gives meaning to marks they make as they draw, write and paint.</li> </ul> <p>Children to enjoy actively participating in the sharing of books linked to the topic of 'Getting to Know Me.' Books are repeatedly shared so children can join in and discuss their content and vocabulary confidently with others. RWI lessons start Wk2.</p>	<p>What can we do with numbers?</p> <ul style="list-style-type: none"> <li>-Recognise some numerals of personal significance.</li> <li>-Recognises numerals 1 to 5.</li> <li>-Counts up to three or four objects by saying one number name for each item.</li> <li>-Counts actions or objects which cannot be moved</li> </ul> <p>Baseline assessments. Children to take part in number songs and games to encourage confident counting out (1-to-1 correspondence) of objects to 5 and beyond. Numerals are matched to the correct amount of objects and then number lines are made to order and find number patterns, identify missing numbers and find one more and one less.</p>	<p>What makes us the same and different?</p> <p>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.</p> <p>Wk 1: What do I look like? What are my likes and dislikes? Wk 2: My family Wk 3: How are we different and the same? Wk 4: Exploring senses Wk 5 and 6: Bodies and Healthy eating Wk 7 and 8: Harvest (Seasonal changes, fruits and veg.)</p>	<p>What can I use to make something I enjoy?</p> <ul style="list-style-type: none"> <li>-Experiments to create different textures.</li> <li>-Understands that different media can be combined to create new effects.</li> <li>-Manipulates materials to achieve a planned effect.</li> </ul> <p>Making faces using natural materials/loose parts. Sketching and painting themselves and their family. Number art. Using and naming colours. Making skeletons. Big body art. Shape art. Colour mixing and recognition. Using different materials to make independent pieces of art.</p>

Texts	<i>It's Okay to be Different by T. Parr</i> <i>The Family Book by T. Parr</i> <i>Only One You by L. Kranz</i> <i>My 5 Senses by Alike</i> <i>Various non-fiction texts about the Human Body</i> <i>Funny Bones by Ahlberg</i>						
Trips							

## Reception

### Autumn Term 2 - Reception

#### What is Happening Outside/Christmas

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p>Can we talk to others about what we have learnt? What makes a good friend? -Confident to speak to others about own needs, wants, interests and opinions. -Work as part of a class and understand and follow the rules</p> <p>Children to take part in weekly PSHE lessons where the focus is on 'What makes a good friend?' Children encouraged throughout each day to play cooperatively and to resolve issues that may arise with less adult support.</p>	<p>Can I use different words when I am speaking? -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Uses language to imagine and recreate roles and experiences in play situations Children are encouraged to expand on their vocabulary through 'Time to Talk' vocabulary sheets which are sent home to parents at the start of each time. In continuous provision, opportunities for new vocabulary and questions to ask are on display for adults to use as prompts. Using a range of vocabulary and emotions of words are encouraged through the modelled use of The Fantastic's during literacy and whole class shared reading sessions.</p>	<p>How can I use tools to make things? Can I hold a pencil to write letters others can read? -Handles tools, objects, construction and malleable materials safely and with increasing control. -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Children to use a variety of tools in everyday sessions such as hole punchers, scissors, tweezers, brushes, pencils to encourage good fine motor skills. Daily handwriting sessions are part of each RWI session to encourage confident letter writing.</p>	<p>Can I write words that other people can read? Can I read words on my own? -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. -Links sounds to letters, naming and sounding the letters of the alphabet. -Begins to read/write words and simple sentences. Children take part in daily RWI lessons for half an hour each day. These lessons ensure all children are reading sounds, blending to read words and writing individual graphemes, spelling CVC words and then writing sentences. The children are also taking part in regular literacy lessons which are based around a weekly text. These lessons build on the skills learnt in RWI lessons and offer further opportunity for the children to read and write confidently. Opportunities for independent reading and writing are provided daily throughout the continuous provision.</p>	<p>How are shapes the same and different around us? How do we pay for things? How do we add and subtract? -Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. -Selects a particular named shape. -Beginning to use everyday language related to money. -In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Children take part in regular maths lessons. These take the form of a whole class metal warm up, whole class and then small group teaching. Opportunities for independent learning is provided daily throughout the continuous provision.</p>	<p>What happens outside when the seasons change? Why is Christmas special to Christians? -Looks closely at similarities, differences, patterns and change. -They know about similarities and differences between themselves and others, and among families, communities and traditions. -Enjoys joining in with family customs and routines. The children will be exploring the outside as much as possible through the outside continuous provision, weekly forest school sessions and Autumn walks to observe changes in the environment. Children take part in weekly RE lessons. We also celebrate Diwali, Bonfire Night, Remembrance Day and St Nicholas Day this term.</p>	<p>How can I make art that represents things I have experienced? -Begins to build a repertoire of songs and dances. -Understands that different media can be combined to create new effects -Uses tools and techniques competently and appropriately The children will be taking part in the EY nativity where they will learn songs and dances and perform on a stage. We will also be making art when celebrating Diwali, Christmas and bonfire night using a variety of media and techniques. Art will be made outside as part of our autumn topic.</p>

Texts	<i>Super worm by Julia Donaldson</i> <i>Stickman by Julia Donaldson</i> <i>Autumn Poems</i> <i>The Nativity Story</i> <i>Dear Santa (Campbell)</i> <i>The Jolly Christmas Postman (Ahlberg)</i> <i>Twas the Night Before Christmas (Moore)</i>						
Trips	Multi-Ethnic Achievement Service Visitor: Diwali Wonder Dome Visit to school						

# Reception

## Spring Term 1 - Reception

### I wonder what it is like in a castle?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p><b>How do I stay safe and help keep others safe?</b>                      -Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Children to take part in weekly PSHE lessons where the focus is on safety and people who keep us safe. Part of this understanding is building on the class and school behavioural expectations of the children to keep everyone safe in class and on the playground.</p>	<p><b>How can questions help me find out about something new?</b>                      Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Through our topic work children will be taking on new learning through stories, videos, small world and a trip. Children will be encouraged to ask questions to deepen their learning further and to ensure they have an on going inquisitive mind. Questions and how to answer them will be modelled and supported by an adult and children will be encouraged to use the skills of investigation to find out the answers to their own and others questions.</p>	<p><b>Why is it important to stay safe and keep others safe?</b>                      -Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.                      -Shows understanding of how to transport and store equipment safely.                      -Practices some appropriate safety measures without direct supervision.</p> <p>The children become increasingly more confident in using the indoor and outdoor area and in using a range of tools without adult supervision. The children are encouraged to take managed risk through outdoor play and when organising their own games and activities during PE sessions.</p>	<p><b>Can I write for different purposes?</b>                      -Links sounds to letters, naming and sounding the letters of the alphabet.                      -Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.                      -Writes own name and other things such as labels,captions.                      -Attempts to write short sentences in meaningful contexts.</p> <p>The children take part in daily RWI sessions which ensures the systematic teaching of phonics. Children are using these skills to sound out to spell and have modeled writing sessions to learn how to write in sentences for different purposes.</p>	<p><b>What numbers do I know?</b>  <b>Can I put numbers in the right order and explain why?</b>  <b>How do we measure different things?</b>                      -Estimates how many objects they can see and checks by counting them.                      -Uses the language of 'more' and 'fewer' to compare two sets of objects.                      -Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.                      -Orders two or three items by length or height.                      -Orders two items by weight or capacity.</p> <p>Children to take part in daily maths lessons. These take the format of mental warm ups, whole class and group teaching. Independent learning is accessed through continuous provision based on what the children know and to expand prior knowledge further.</p>	<p><b>What is it like in a castle?</b>  <b>What materials can we find in a castle and why are they used?</b>                      -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 environments might vary from one another.                      Children to explore what castles are like and compare them to their own homes. Explore what materials can be found in castles and investigate why old and new buildings are made from certain materials. Explore the concept of 'past' and 'present'</p>	<p><b>How can my imagination make my play more fun?</b>                      -Introduces a storyline or narrative into their play.                      -Plays alongside other children who are engaged in the same theme.                      -Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Children to use small world settings to expand on new vocabulary learnt through the topic and to include narratives in their own play. Representations of castles are to be made through adult lead art activities where new skills and tools are used to increase confidence: printing using shapes to make shape castles.</p>

<b>Text s</b>	<i>Fiction: Small Knight and George by R. Armitage</i> <i>Non-fiction: In the Castle by Usborne</i> <i>Rhyme: There was a Princess Long Ago</i> <i>Fiction: Zog by Julia Donaldson</i>						
<b>Trips</b>	Visit to Stafford or Tamworth Castle						

# Reception

## Spring Term 2 - Reception

### What is our Local Area Like?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
<p>Focus and skills</p>	<p><b>How do I keep myself happy and healthy?</b></p> <p>Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Children to take part in weekly PSHE lessons where the focus is on keeping ourselves healthy. Linked to PD skills on toileting, hygiene and self-care. Children are to be aware of the importance of healthy eating and healthy bodies.</p>	<p><b>How can questions help me find out about something new?</b></p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>The children gain more experience in active listening and paying attention in different situations. They can follow more than one instruction and respond to a series of questions during whole class and group teaching sessions. The children show good concentration skills when working in more formal lessons.</p>	<p><b>Why is it important to keep healthy?</b></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p> <p>The children become increasingly more aware about how to keep themselves healthy through self-care and being safe. They are being made aware of how to make healthy choices when it comes to food and drink and how exercise helps to keep our bodies healthy and active.</p>	<p><b>Can I read for different purposes?</b></p> <p>- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>-Attempts to write short sentences in meaningful contexts.</p> <p>The children take part in daily RWI sessions which ensures the systematic teaching of phonics. Children are using these skills to sound out to spell and have modeled writing sessions to learn how to write in sentences.</p>	<p><b>How do we add and subtract?</b></p> <p><b>What are 3D shapes and what can I say about them?</b></p> <p><b>How do we measure time?</b></p> <p>-Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>-Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>-Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways. Children to take part in daily maths lessons. These take the format of mental warm ups, whole class and group teaching. Independent learning is accessed through continuous provision based on what the children know and to expand prior knowledge further. Children to take part in 'Fast 5' to practise the rapid recall of known facts e.g number bonds to 10.</p>	<p><b>What is our local area like?</b></p> <p><b>What features can we spot?</b></p> <p>-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 environments might vary from one another. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. Children to explore their local area. What land uses are there? Why do we use maps? What facilities are there for us to use? How is our local area different to other areas e.g rural areas? Can we use IT to find out about maps and our local area and can we contrast different areas by using computer programs?</p>	<p><b>How can my imagination make my play more fun?</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children to use a variety of materials and media to represent new things they have learnt about their local area. We will also be covering Mother's Day and Easter during this half term and the children will have opportunity to take part in our school Easter Egg Modelling Session.</p>

Text s	<i>Non fiction Local Area Maps</i> <i>Make our own class book about Our Local Area</i> <i>Non fiction Egg and Chick books</i> <i>The Easter Story</i>						
Trips	Walk around Our Local Area						

# Reception

## Summer Term 1 - Reception

### What is it like in Space?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p><b>How do we celebrate special events?</b>  <b>Why do people celebrate different things?</b>            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. Through PSHE lessons the children learn about special events as well as reflecting on ones already experienced throughout the year.</p>	<p><b>How can conversations with others expand my own learning?</b>            Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.            Children are given time to initiate discussions from shared experiences and to have conversations with each other. This is encouraged through whole class and group teaching as well as in continuous provision based on our topic work.</p>	<p><b>Can we make up games to keep our bodies active?</b>             Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.            The children show increasing skill when moving during outside provision and in PE lessons. The children are encouraged to build on skills such as throwing, catching, jumping and balancing to incorporate equipment to make up games with their peers.</p>	<p><b>Can I write at length for different audiences?</b>            Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.            The children continue to take part in daily RWI sessions which ensures they are learning to read and write confidently.            The children undertake daily literacy lessons to encourage writing and reading for different purposes based on our topic work and linked texts.</p>	<p><b>What do I know about place value?</b>  <b>What strategies can I use to add and subtract?</b>  <b>How do I double and halve numbers?</b>            Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.             Children to take part in daily maths lessons. These take the format of mental warm ups, whole class and group teaching. Independent learning is accessed through continuous provision based on what the children know and to expand prior knowledge further.            Children to take part in 'Fast 5' to practise the rapid recall of known facts e.g number bonds to 10.</p>	<p><b>What is it like in Space?</b>  <b>What can I identify on Earth?</b>            -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 environments might vary from one another. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.            Children to explore the wider world. Can they identify the UK on a map, other landmasses and the oceans of the world? Can the children discuss places they have visited and how they are different or the same from our local area?            Can the children imagine and explore what Space is like? Use weekly texts to explore what it is like in Space. What materials are used in Space travel? Compare and contrast materials and their uses.</p>	<p><b>How can we explore new concepts through being creative?</b>            Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.             Children to use a variety of materials and media to represent new things they have learnt about Earth and Space. They have the independence to select equipment and resources themselves to represent these new concepts.</p>

Text s	<i>Man on the Moon by Bartram</i> <i>The Way Back Home by Jeffers</i> <i>Non-fiction: Instructions on how to make a rocket</i> <i>Space Poems</i>						
Trips							

## Reception

### Summer Term 2 - Reception

#### What happens at the circus?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p><b>How do I feel about change?</b></p> <p>-They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>-Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group</p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Through PSHE lessons the children are supported in their transition into Year 1. The children are also reminded about staying safe during the summer holidays and how to keep safe in the wider world.</p>	<p><b>How can conversations with others expand my own learning?</b></p> <p>-Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>-They answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Children continue to build on the listening, speaking and understanding skills they have built on all year through a range of experiences.</p>	<p><b>Can we make up games to keep our bodies active?</b></p> <p>-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>-Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>The children build on the skills they have developed throughout the year of moving in different ways.</p> <p>Equipment can be selected and used independently and safely and when organising their own games. The children understand the need for keeping their bodies healthy.</p>	<p><b>Am I a reader and a writer?</b></p> <p>-See ELG for Reading and Writing for the end of Reception.</p> <p>The children continue to take part in daily RWI sessions which ensure they are learning to read and write confidently. The children undertake daily literacy lessons to encourage writing and reading for different purposes based on our topic work and linked texts. The children have learnt the skills to read and write confidently and with interest. They see the importance of being able to read and write for a variety of reasons.</p>	<p><b>Can I explain where things are and how to move them?</b></p> <p><b>What have I learnt in maths this year?</b></p> <p>-Can describe their relative position such as 'behind' or 'next to'.</p> <p>-Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>The children will learn about position and will learn how to use directional language in practical terms.</p> <p>The main themes of number, place value, counting in multiples, adding and subtracting, shape, space and measure are revised during whole class teaching, group work and continuous provision.</p>	<p><b>Does what go up must come down?</b></p> <p>-Children know about similarities and differences in relation to places, objects, materials and living things. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Children to explore the scientific side of 'the circus'. We will undertake experiments such as 'how can we keep things up high?' 'how can we make things travel faster or further?' Children will use the skills they have developed this year of asking questions, looking for answers and being independent in their learning.</p> <p>Children to continue to build on the ICT skills they have learnt and how computers and online tools can aid and support their learning further. Children are taught how to stay safe and aware online.</p>	<p><b>How can I represent the emotions at the circus?</b></p> <p>-Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children to use a variety of materials and media to represent new things they have learnt about 'The Circus'. They have the independence to select equipment and resources themselves to represent these new concepts.</p>

Text s	<i>You See a Circus, I See... by M. Davies</i> <i>The Fabulous Flying Fandinis by I. Slyder</i> <i>The Fabulous Foskett Family Circus by Q. Blake</i> <i>Nell and the Circus of Dreams by N. Gifford</i>						
Trips	Circus Skills workshop?						