

Autumn Term 1 - Reception

Getting to Know Me

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p>How do we learn and play with others at school?</p> <ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. -Explain the reasons for rules, know right from wrong and try to behave accordingly. - Form positive attachments to adults and friendships with peers. <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"> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. <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"> -Negotiates space and obstacles safely, with consideration of themselves and others. -Use a range of small tools, including scissors, paint brushes and cutlery. <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"> -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Start to write recognisable letters <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"> -Have a deep understanding of number to 10, including the composition of number. -Subitise up to 5. <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> <ul style="list-style-type: none"> -Talk about the lives of people around them and their roles in society. Understand some important processes and changes in the natural world around them, including the seasons. --Explore the natural world around them, making observations and drawing pictures of animals and plants. <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"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <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	<p><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></p>					



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? -Be confident to try new activities and show independence. -Work ad play cooperatively and take turns with others.</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? -Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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 Fantastics 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? -Use a range of small tools, including scissors, paint brushes and cutlery. -Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 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? -Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Say a sound for each letter in the alphabet. 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. (not ELG) -Selects a particular named shape. (not ELG) -Beginning to use everyday language related to money.(not ELG) -Learn number bonds up to 5 including subtraction facts. 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? -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. - Know some similarities and differences between religious and cultural communities in this county. 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? -makes use of props and materials when role playing characters in narratives and stories. -Perform songs, rhymes, poems and stories with others, and-where appropriate-try to move in time with the music. 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>How do I stay safe and help keep others safe?</p> <p>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</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>How can questions help me find out about something new?</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary.</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>Why is it important to stay safe and keep others safe?</p> <p>--Negotiate space and obstacles safely and with consideration for themselves and others.</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>Can I write for different purposes?</p> <p>-Write recognisable letters, most of which are formed correctly.</p> <p>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</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>What numbers do I know?</p> <p>Can I put numbers in the right order and explain why?</p> <p>How do we measure different things?</p> <p>-Have a deep understanding of number to 10, including the composition of each number.</p> <p>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>-Orders two or three items by length or height (not ELG)</p> <p>-Explore the passing of time and order events in a day (not ELG)</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>What is it like in a castle?</p> <p>What materials can we find in a castle and why are they used?</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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>How can my imagination make my play more fun?</p> <p>-Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>-Make props and materials when role playing characters in narratives and stories.</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>

Text s	<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>					
Trips	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>How do I keep myself happy and healthy? -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 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>How can questions help me find out about something new? -Make comments about what they have heard and ask questions to clarify understanding. -Participate in small group, class and one-to-on discussions, offering their own ideas, using recently introduced vocabulary. 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>Why is it important to keep healthy? -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 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>Can I read for different purposes? - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -Read words consistent with their phonic knowledge by sound-blending. 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>How do we add and subtract? What are 3D shapes and what can I say about them? -Automatically recall number bonds to 5 including subtraction facts and some number bonds to 10. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. -Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. (not ELG)</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. Children to take part in 'Fast 5' to practise the rapid recall of known facts e.g number bonds to 10.</p>	<p>What is our local area like? What features can we spot? -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -Explain some similarities and differences between life in this county and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate-maps.</p> <p>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>How can my imagination make my play more fun? -Share their creations, explain the process they have used. -Perform songs, rhymes, poems and stories with others, and-when appropriate- try to move in time with music. 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>How do we celebrate special events? Why do people celebrate different things? -Give focused attention to what the teacher says, responding appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions. --Know some similarities and differences between different religious and cultural communities in this county, drawing on their experiences and what has been read in class. -Talk about the lives of people around them and their roles in society. Through PSHE lessons the children learn about special</p>	<p>How can conversations with others expand my own learning? -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and support from their teacher. -Offer explanations for why things might happen, making use of recently introduced vocabulary. 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</p>	<p>Can we make up games to keep our bodies active? -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. -Begin to show accuracy and care when drawing. 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>Can I write at length for different audiences? -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others. -Read aloud sentences and books that are consistent with their phonic knowledge, including some common exception words. 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>What do I know about place value? What strategies can I use to add and subtract? How do I double and halve numbers? -Verbally count beyond 20, recognising the pattern of the counting system. -Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally -Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. 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>What is it like in Space? What can I identify on Earth? -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -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 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>How can we explore new concepts through being creative? -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. -Share their creations, explaining the process they have used. 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>

	events as well as reflecting on ones already experienced throughout the year.	continuous provision based on our topic work.					
Texts	<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

How can I care for the environment around me?

1	PSED	CL	PD	Literacy	Maths	UW	EAD
Focus and skills	<p>How do I feel about change? -Show sensitivity to their own and others' needs. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</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>How can conversations with others expand my own learning? -Make comments about what they have heard and ask questions to clarify their understanding. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children continue to build on the listening, speaking and understanding skills they have built on all year through a range of experiences.</p>	<p>Can we make up games to keep our bodies active? -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. -Demonstrate strength, balance and coordination when playing. -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. The children build on the skills they have developed throughout the year of moving in different ways. 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>Am I a reader and a writer? --See all literacy ELG. 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>Can I explain where things are and how to move them? What have I learnt in maths this year? - See all mathematics ELG. The children will learn about position and will learn how to use directional language in practical terms. 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>How can I help protect the environment around me? -Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Children spend a lot of time outside developing an awareness and appreciation of their own natural environment and how to protect and care for it. Look at growing various plants, fruit and vegetables. Explore animal habitats and how to encourage life cycles. 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>How can I represent my learning in expressive ways? -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Make use of props and materials when role playing characters in narratives and stories. Children to use a variety of materials and media to represent new things they have learnt about 'The natural world'. They have the independence to select equipment and resources themselves to represent these new concepts.</p>

Text s	<i>The Earth Book by Todd Parr</i> <i>What a Waste by Jess French</i> <i>The Lost Words by Robert MacFarlane</i> <i>The Great Kapok Tree by Lynne Cherry</i>						
Trips	Cannock Chase						