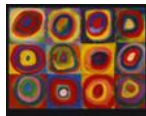


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|---|---|--|--|---|---|---|
| <div>Literacy</div> <div>Comprehension</div> <div>Word reading (see phonics)</div> <div>Writing</div> | <div>Elmer/Owl babies</div> <div>Composition (oral):</div> <div>Describing Elmer</div> <div>Narrative - sequencing, retelling</div> <div>Transcription Skills:</div> <div>Hear and record initial sounds in words</div> <div>Labels</div> <div>Captions</div> | <div>The jolly postman</div> <div>Composition (oral):</div> <div>Invitations</div> <div>Lists</div> <div>Transcription Skills:</div> <div>Spell words by identifying the sounds and then writing the sound with letter/s.</div> <div>Spell words by identifying sounds in them and representing the sounds with a letter or letters</div> <div>Writing:</div> <div>Instructions</div> <div>Poetry</div> | <div>Going on a bear hunt/Lost and Found</div> <div>Composition (oral)</div> <div>repeated refrains</div> <div>Transcription Skills:</div> <div>Begin to write simple sentences and captions.</div> <div>Narrative – used repeated refrains – scaffolded narrative</div> | <div>Not a box/Lost in the toy museum</div> <div>Composition (oral):</div> <div>Poetry</div> <div>Instructions – how to play hide and seek</div> <div>Transcription Skills:</div> <div>Instructions – how to play hide and seek</div> <div>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</div> | <div>The Very Hungry Caterpillar/Jack and the beanstalk</div> <div>Composition (oral):</div> <div>Narrative – Talk for writing</div> <div>Narrative inventing own stories</div> <div>Description</div> <div>Poetry</div> <div>Transcription Skills:</div> <div>Scaffolded narrative using ‘I can see...I see...’</div> <div>Form lower-case and capital letters correctly.</div> <div>Write recognisable letters, most of which are correctly formed</div> <div>Write simple phrases and sentences that can be read by others.</div> | <div>Supertato</div> <div>Narrative - inventing own stories (boxing clever)</div> <div>Description</div> <div>Poetry</div> |
| | Our literacy is based around our core texts which are used within provision. Children have access to a range of non-fiction and fiction books. We have regular whole comprehension sessions and daily handwriting lessons. | | | | | |
| <div>Phonics (word reading)</div> | <div>Phase 2</div> <div>s a t p</div> <div>i n m d</div> <div>g o c k</div> <div>c k e u r</div> <div>h b f ff</div> <div>l ll ss</div> | <div>Phase 3</div> <div>j v w x</div> <div>y z zz qu ch</div> <div>sh th ng nk</div> <div>ai ee igh oa</div> <div>-es</div> | <div>Phase 3</div> <div>oo (short)</div> <div>ar ur oo ow</div> <div>Ure er ow(oa)</div> | <div>Phase 3</div> <div>Review of Phase 3 – gaps from assessments</div> | <div>Phase 3</div> <div>Review of Phase 3</div> | <div>Phase 4</div> <div>CVCC –ed (ed)</div> <div>CVCC –ed (t)</div> <div>CCVCC –ed (d)</div> <div>CCVCV</div> <div>CCCVCC –er -est</div> |
| <div>Mathematics</div> <div>Number</div> <div>Numerical patterns</div> <div>*Shape, space and measures</div> <div>We use White Rose Maths scheme of learning.</div> | <div>Just like me!</div> <div>-match and sort, compare amounts</div> <div>-compare size, mass & capacity, exploring pattern</div> <div>It's me 1,2,3!</div> <div>-representing, comparing, composition 1,2,3</div> <div>-circles and triangles, positional language</div> <div>Place value (to 2)</div> <div>Matching and sorting amounts</div> <div>Comparing amounts</div> <div>Representing</div> <div>Counting forwards and backwards</div> <div>More/less</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>Composition</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Shape, space and measures</div> <div>Circles</div> <div>Positional language</div> <div>Compare size, mass and capacity, exploring pattern</div> | <div>It's me 1,2,3!</div> <div>-representing, comparing, composition 1,2,3</div> <div>Light and dark</div> <div>-representing numbers to 5, one more or less</div> <div>-shapes with 4 sides, time</div> <div>Place value (to 5)</div> <div>Comparing amounts</div> <div>Representing</div> <div>Counting forwards and backwards</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>One more/less</div> <div>Composition</div> <div>Problem solving</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Shape, space and measures</div> <div>Triangles</div> <div>Rectangles</div> <div>Squares</div> <div>Pentagons</div> <div>time</div> | <div>Alive in 5</div> <div>-introducing 0, comparing numbers to 5, composition of 4&5</div> <div>-compare mass, compare capacity</div> <div>Growing 6,7,8!</div> <div>-making pairs, combining 2 groups</div> <div>-length & height, time</div> <div>Place value (to 7)</div> <div>Comparing amounts</div> <div>Representing</div> <div>Counting forwards and backwards</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>One more/less</div> <div>Combining 2 groups</div> <div>Composition</div> <div>Problem solving</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Shape, space and measures</div> <div>Comparing mass/capacity</div> <div>Length/height</div> <div>hexagons</div> <div>time</div> | <div>Growing 6,7,8!</div> <div>-making pairs, combining 2 groups</div> <div>-length & height, time</div> <div>Building 9 & 10</div> <div>-comparing numbers to 10, number bonds to 10</div> <div>-3D shape, pattern</div> <div>Place value (to 10)</div> <div>Comparing amounts</div> <div>Representing</div> <div>Counting forwards and backwards</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>One more/less</div> <div>Combining 2 groups</div> <div>Composition</div> <div>Number bonds to 10</div> <div>Problem solving</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Shape, space and measures</div> <div>Length/height</div> <div>Spatial reasoning</div> <div>Compose and decompose shapes</div> | <div>To 20 and beyond</div> <div>-building numbers beyond 10, counting patterns beyond 10</div> <div>-spatial reasoning, math, rotate, manipulate</div> <div>First then, now</div> <div>-adding more, taking away</div> <div>- spatial reasoning, compose and decompose</div> <div>Place value (to 20)</div> <div>Comparing amounts</div> <div>Building numbers beyond 10</div> <div>Counting patterns beyond 10</div> <div>Deepening understanding, patterns and relationships</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>Taking away</div> <div>Adding more</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Sharing and grouping</div> <div>Shape, space and measures</div> <div>Length/height</div> <div>Spatial reasoning</div> <div>Compose and decompose shapes</div> | <div>Find my pattern</div> <div>-doubling, sharing and grouping, even and odd</div> <div>-spatial reasoning, visualise and build</div> <div>On the move</div> <div>-deepening understanding, patterns and relationships</div> <div>- spatial reasoning, mapping</div> <div>Place value (to 20)</div> <div>Comparing amounts</div> <div>Building numbers beyond 10</div> <div>Counting patterns beyond 10</div> <div>Deepening understanding, patterns and relationships</div> <div>Odd and even</div> <div>Addition and Subtraction</div> <div>Taking away</div> <div>Adding more</div> <div>Multiplication and division</div> <div>Doubling and halving</div> <div>Sharing and grouping</div> <div>Shape, space and measures</div> <div>Length/height</div> <div>Spatial reasoning</div> <div>Compose and decompose shapes</div> |
| <div>Understanding the world (incl. online safety)</div> <div>Past and present (History)</div> | <div>Our past (History) Me, Myself and I</div> <div>- How I have changed since I was a baby</div> | <div>Celebrations (RE)</div> <div>- Special events and celebrations</div> <div>- Comparing celebrations</div> | <div>Contrasting environments (Geography, Science)</div> | <div>Toys (History)</div> | <div>Growing – minibeast/plants (Geography, Science)</div> <div>- Lifecycles, sequences</div> | <div>Changes (linked to transition)</div> <div>- How we have changed journey through the year,</div> |

| Academic Year: 2023/2024 | | Year Group: Reception | | Teachers: Mrs Maxton and Mrs Miller | | |
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| People, Culture and Communities (RE) The natural world (Geography, Science) | <ul style="list-style-type: none">- How do humans change as they grow?- Past and present in our lives and family members- Similarities and differences- Sequencing our lives and discussing significant events within our lives- Discussing family tree- who is older? Who is the youngest? How are members of your family similar/different?- Families – similarities and differences between each other families within the class- People who help us/are special to us- Immediate environment Key concepts: Change and continuity, chronology Books: Once there were giants | <ul style="list-style-type: none">- Different beliefs- Food and clothes in celebrations (family celebrations)- Bonfire night, Christmas, Diwali Seasons <ul style="list-style-type: none">- Autumn – what has changed?- weather- clothing Key concepts: Comparing, similarities and differences | <ul style="list-style-type: none">- Comparison of hot and cold/contrasting places- Similarities and differences- Weather- Changing states of matter – water, freezing- Observations over time- Observations over time- Describe what they hear, feel, see whilst outside- People who live in cold places- how do they survive? Discuss clothing choices- Explore different surface areas in outdoors and observation linked to weather, growth, decay over time- Explore the local area through local walks beyond school grounds Seasons <ul style="list-style-type: none">- Know the name of the 4 seasons- Winter – what has changed?- weather- comparing to autumn - what is different? What is the same?- Sorting and matching items to seasons- Understand the effect of changing seasons on the natural world around them- Thermometer- is the weather the same in different parts of the UK Key concepts: Place, environment Predicting, testing, impact on environments | <ul style="list-style-type: none">- Toys from the past - what materials were used? How did they work?- Toys from the present- Comparing – similarities and differences - How do toys of the past compare to the toys that we have now? How and why has the same style of toy changed over time?- Naming different types of toys- Sorting toys from past and present. Which toys are no longer made?- Sorting how toys work and how that has changed over time (e.g. battery powered). What is the significance and impact of that? Key concepts: Change and continuity, chronology Books: Peepo | <ul style="list-style-type: none">- Observations over time- Explore the natural world around them- Make observations and drawing pictures of animals and plants (linked to garden topic)- Recognise some environments that are different from the one they live- Investigating outdoor of school and school next door- Field work/Map skills “Where is the garden area?” “What can be found there?” *Positional language Seasons <ul style="list-style-type: none">- Seasonal time of change Spring – what has changed?- weather- comparing to autumn and winter- Clouds, temperature, change of clothing and matching- Understand the effect of changing seasons on the natural world around them Key concepts: Change, predicting, testing, asking questions | <p>including significant events through foundation year</p> <ul style="list-style-type: none">- What we are looking forward to in Year 1- Who is in my immediate family and extended/wider family Key concepts: Changes, chronology Books: Who is in my Family/ Grandma’s Bill Book |
| RE | Which stories are special and why? | Which people are special and why? | Which places are special and why? | Which times are special and why? | Where do we belong? | What is special about our world? |

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| <div>Expressive art and design</div> <div>Creating with materials</div> <div>Being imaginative and expressive</div> | <div>I wonder...who is special</div> <div>Painting/Collage/Drawing</div> <div>Research: Colour: Kandinsky</div> <div></div> <div>Text: The dot by Peter H Reynolds</div> <div>Developing skills:</div> <div><ul style="list-style-type: none">Naming coloursExperimenting with and using primary coloursColour mixingUsing a range of tools to make coloured marks on paperBeginning to use a variety of drawing toolsInvestigating different lines and shapes</div> <div>Applying skills:</div> <div>Colour mixing with powder paints</div> <div>Drawing and painting self portrait</div> | <div>I wonder...what sparkles in the sky</div> <div>Research: Bonfire night, firework videos</div> <div>Developing skills:</div> <div><ul style="list-style-type: none">Handling, manipulating and enjoying using materialsExploring a range of materials, tools and techniquesCreating representationsPrinting with a variety of objects</div> <div>Applying skills:</div> <div>Chalk firework pictures</div> <div>Winter art</div> | <div>Cooking/Baking – changes of state</div> <div>Developing skills</div> <div><u>Developing skills (investigate and explore):</u></div> <div>-Researching and investigating a range of healthy smoothies</div> <div>-Making choices about equipment</div> <div>-Handling tools and equipment safely and with control</div> <div>-Cutting fruits</div> <div>-Observing and discussing changes</div> <div>Applying skills</div> <div><u>(designing and making):</u></div> <div>-Cutting fruit - smoothies</div> <div>-Melting chocolate - rice crispy cakes</div> <div>Concepts: Design, Create, Evaluate, Nutrition</div> | <div>Combining media and materials - 3D toys</div> <div>Technique - combining media and materials</div> <div>To explore ways of joining materials in the most effective way to create 3D models.</div> <div>To explore strengthening and stiffening materials</div> <div>Developing skills</div> <div><u>(investigate and explore):</u></div> <div>-Designing toys and puppets, making choices about materials</div> <div>-Observing how materials are joined together</div> <div>-Experimenting joining materials together in different ways</div> <div>-Considering an object's surface, size and shape when choosing a method of joining</div> <div>Applying skills</div> <div><u>(designing and making):</u></div> <div>-junk model toys</div> <div>-moving puppets</div> <div>Concepts: Design, Create, Evaluate</div> | <div>I wonder...what's hiding in the garden</div> <div>Painting/Collage/Drawing/3D art</div> <div>Developing skills:</div> <div><ul style="list-style-type: none">Exploring of a range of surface textures inside and outsideRubbingsSafely using a range of tools and techniquesCreating weaving using ribbonsCombining effects to createCreating textures</div> <div>Applying skills:</div> <div>Observational drawings of plants and animals</div> <div>Clay mini beast</div> <div>Mixed media minibeast</div> <div>Summer seasonal art</div> <div>Concepts: tone, texture, line, shape, colour, form</div> | <div>Combining media and materials</div> <div>Combining media and materials for a planned effect</div> <div>Explore hinges and fastening</div> <div>Developing skills</div> <div><u>(investigate and explore):</u></div> <div>-Designing models to achieve a desired effect</div> <div>-Combining media and materials</div> <div>-Joining materials together effectively</div> <div>-Adapting models to improve</div> <div>-Weaving to create dream catchers</div> <div>Applying skills</div> <div><u>(designing and making):</u></div> <div>-junk modelling</div> <div>-weaving dream catchers</div> <div>Concepts: Design, Make, Evaluate</div> |
| | <div>Evaluation: Ongoing throughout the year linked to communication and language and characteristics of effective learning when exploring in provision and adult led activities. Staff use open ended questioning to extend children’s work and support them in their evaluation of their process and final products.</div> | | | | | |
| EAD (Music) | <div><u>ME</u> Charanga</div> <div>Style: Mixed styles</div> <div>Listen and Respond</div> <div>Finding the pulse</div> <div>Nursery Rhymes</div> <div><ul style="list-style-type: none">Pat-a-cake1, 2, 3, 4, 5, Once I Caught a Fish AliveThis Old ManFive Little DucksName Song</div> | <div><u>My Stories</u> Charanga</div> <div>Style: Mixed styles</div> <div>Songs</div> <div><ul style="list-style-type: none">Roll AlabamaBoogie WonderlandDon’t go breaking my heartFrosty the snowmanSpiderman</div> <div>Nursery Rhymes</div> <div><ul style="list-style-type: none">I’m A Little TeapotThe Grand Old Duke of YorkRing O’ RosesHickory Dickory Dock</div> | <div><u>Everyone</u> Charanga</div> <div>Style: Mixed Styles</div> <div>Songs</div> <div><ul style="list-style-type: none">We are familyThula BabaABCMy mum is amazingCongaMozart’s horn</div> <div>Nursery Rhymes</div> <div><ul style="list-style-type: none">Wind The Bobbin UpRock-a-bye Baby</div> | <div><u>Our World</u> Charanga</div> <div>Style: Mixed Styles</div> <div>Songs</div> <div><ul style="list-style-type: none">Lovely DayBeyond the seaMars from the planetsFrog’s legs and dragon’s teethAin't no mountain high enoughSinging in the rain</div> <div>Nursery Rhymes</div> <div><ul style="list-style-type: none">Old MacdonaldIncy Wincy Spider</div> | <div><u>Big Bear Funk Transition Unit</u> Charanga</div> <div>Style: Mixed Styles</div> <div>Songs</div> <div><ul style="list-style-type: none">Big Bear FunkI feel goodDon’t you worry about a thingMy promiseSuperstitionPick up the pieces</div> <div>Musical learning focus:</div> <div>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</div> <div>Composing Music</div> | |

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| | <ul style="list-style-type: none">Things For Fingers Understanding Music <ul style="list-style-type: none">Copycat rhythm gamesHigh low games (pitch)Singing rhymes | <ul style="list-style-type: none">Not Too DifficultThe ABC Song Understanding Music <ul style="list-style-type: none">Rhythm Games PitchPlaying Instruments tuned and untuned percussion | <ul style="list-style-type: none">Five Little Monkeys Jumping on the BedTwinkle TwinkleIf You're Happy and You Know ItHead, Shoulders, Knees and Toes Understanding Music <ul style="list-style-type: none">RhythmPitchUsing percussion | <ul style="list-style-type: none">Baa Baa Black SheepRow, Row, Row Your BoatThe Wheels on the BusThe Hokey Cokey Understanding Music <ul style="list-style-type: none">PitchRhythmPulseTempopercussion | <ul style="list-style-type: none">Playing instruments within the songImprovisation using voices and instrumentsRiff-based compositionShare and perform the learning that has taken place |
| Computing | Autumn <p>What is a computer?</p> <p>Discuss common technologies in the home, school and the wider world.</p> <p>Talk about what technology is used for.</p> <p>Include take a walk to the computer suite.</p> | | Spring <p>We control technology.</p> <p>Explore technology use different digital devices I.e. tablets, touch screen, mouse, keyboard, camera.</p> <p>Recognise a range of digital devises.</p> | | Summer <p>Tinkering with BeeBots</p> <p>Explore technology.</p> <p>Use different digital devises.</p> <p>Repeat an action with technology to trigger a specidfic outcome.</p> <p>Follow simple instructions to control a digital device.</p> <p>Recognise that we control computers.</p> |