Academic Year: 2023/2024 Year Group: Reception Teachers: Mrs Maxton and Mrs Miller

Topic/Theme	I wonderwho is special starting school/our family's/how have I changed? /my interests/ people who help us/our community and locality	I wonderwhat sparkles in the sky celebrations/Diwali/Bonfire night/Christmas/autumn/ cultures/food/our celebrations	I wonderwhen the snow falls Winter/changes in state/polar/comparing places/famous explorer	I wonderwhat's in the box toys/toys from the past/materials of toys/how things work and move	I wonderwhat's hiding in the garden mini beast/plants/ changes/lifecycles/ weather/seasons	Mini topic I wonderwhere my dream will take me imagination/fantasy worlds/dreams and reflection/ superheroes/space
Core texts	Elmer – David McKee	The Jolly Postman – Alan Ahlberg	Going on a bear hunt – Michael Rosen	Not a box – Antoinette Portis	The Very Hungry Caterpillar – Eric Carle	Supertato - Sue Hendra
	Owl babies – Martin Waddell	Kippers Birthday (both used as hook)	Lost and Found – Oliver Jeffers	Lost in the toy museum – David Lucas	Jack and the Beanstalk	
Hook for learning	Baby photos	Party for teddy	Bear hunt around school	Toy day	Caterpillars	Dream catchers
Role play area	Home corner Doctors/dentist	Campfire Home corner – birthday/Christmas Post office	Polar explorers School	Toy museum Top workshop	Hungry Caterpillar café Garden centre	Theatre/stage Superhero headquarters
Visits/Visitors	Policeman/fireman Dentist	Church Walk to post box Lyceum Theatre	Nurse/doctor	Toy museum (Weston park)	School woodlands Cannon Hall Farm trip	Story teller
School events	World Food day/harvest Dahlicious Day Parent Meetings	Christmas celebration Anti-bullying week Road Safety week Careers Week Children in Need	National storytelling week Safer internet day Chinese New Year	National Science Week World Book Day Red Nose Day Easter celebrations/ service	Eid Summer Fayre	Sports Day Transition End of year party
Parental engagement	Phonics information workshop Parents evening *Fine motor activity session*	Maths information workshop Christmas performance *Fine motor activity session * *Maths activity session* *UW-People and communities activity session*	Reading information workshop Parents evening *Reading activity session* *Introduction to Mystery Reader opportunities*	Grandparents Toy workshop *Writing activity session* *UW-Past and present activity session *	Parent- DT/ EAD workshop Minibeast hunt/picnic *UW-The World activity session*	Transition sessions Informal parents evening Reports *UW- Past and Present activity session*
Learning Mindset	Be Kind	Be Responsible	Be Confident	Be Resilient	Be Co-operative	Be Respectful
Communication and Language Listening, Attention and understanding Speaking	The children's communication and language Listening and attention games Singing Rhyming activities Circle time Story time Floor book – asking questions Talk partners	skills will be developed throughout their time in	FS. Opportunities are provided through provis	sion and the following activities:		
	Sharing newsNaughty bus – adventures from ho	me				
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationships	 Sharing news 	Identifying and explaining feelings Building independence (toileting, eating) School rules	Setting goals – perseverance Knowing right from wrong Keeping healthy	 Working as part of a group/class Understanding others' feelings 	- Making healthy food choices - Working independently	 Remaining focussed Explaining right and wrong Being resilient

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Comprehension Word reading (see phonics) Writing	Elmer/Owl babies Composition (oral):	The jolly postman				
Word reading (see phonics) Writing	* * * * * * * * * * * * * * * * * * * *		Going on a bear hunt/Lost and Found	Not a box/Lost in the toy museum	The Very Hungry Caterpillar/Jack and the	Supertato
Writing	* * * * * * * * * * * * * * * * * * * *				beanstalk	Narrative - inventing own stories
		Composition (oral):	Composition (oral)	Composition (oral):		(boxing clever)
	Describing Elmer	Invitations	repeated refrains	Poetry	Composition (oral):	Description
	Narrative - sequencing, retelling	Lists		Instructions – how to play hide and seek	Narrative – Talk for writing	Poetry
	· · · · · · · · · · · · · · · · · · ·	1	Transcription Skills:		Narrative inventing own stories	
	· '	Transcription Skills:	Begin to write simple sentences and	Transcription Skills:	Description	
	Transcription Skills:	Spell words by identifying the sounds and	captions.	Instructions – how to play hide and seek	Poetry	
	Hear and record initial sounds in words	then writing the sound with letter/s.	Narrative – used repeated refrains –			
	Labels	Spell words by identifying sounds in them	scaffolded narrative	Write short sentences with words with	Transcription Skills:	
	Captions	and representing the sounds with a letter or		known sound-letter correspondences	Scaffolded narrative using 'I can seeI	
		letters		using a capital letter and full stop.	see'	
	· · · · · · · · · · · · · · · · · · ·	1			Form lower-case and capital letters	
	· · · · · · · · · · · · · · · · · · ·	Writing:			correctly.	
	· · · · · · · · · · · · · · · · · · ·	Instructions			Write recognisable letters, most of which	
	· · · · · · · · · · · · · · · · · · ·	Poetry			are correctly formed	
	· · · · · · · · · · · · · · · · · · ·	localy			Write simple phrases and sentences that	
	· · · · · · · · · · · · · · · · · · ·	1				
	· · · · · · · · · · · · · · · · · · ·	1			can be read by others.	
-	Our literacy is base	l ed around our core texts which are used within p	l rovision. Children have access to a range of n	l on-fiction and fiction books. We have regular w	l whole comprehension sessions and daily handw	l vriting lessons.
	·					
ι ο,	Phase 2	Phase 3	Phase 3	Phase 3	Phase 3	Phase 4
!	satp	jvwx	oo (short)	Review of Phase 3 – gaps from	Review of Phase 3	CVCC –ed (ed)
	inmd	y z zz qu ch	ar ur oo ow	assessments		CVCC –ed (t)
	gock	sh th ng nk	Ure er ow(oa)			CCVCC -ed (d)
	ck e u r	ai ee igh oa				cccvc
ŗ	h b f ff	-es				CCCVCC –er -est
i	I II ss					
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Mathematics	Just like me!	It's me 1,2,3!	Alive in 5	Growing 6,7,8!	To 20 and beyond	Find my pattern
	-match and sort, compare amounts	-representing, comparing, composition 1,2,3	-introducing 0, comparing numbers to 5,	-making pairs, combining 2 groups	-building numbers beyond 10, counting	-doubling, sharing and grouping, even
Numerical patterns	-compare size, mass & capacity, exploring		composition of 4&5	-length & height, time	patterns beyond 10	and odd
401	pattern	1	-compare mass, compare capacity		-spatial reasoning, math, rotate,	-spatial reasoning, visualise and build
' ' '	pattern	Light and dark	compare mass, compare capacity	Building 9 & 10	manipulate	opatian caseimig, theatine and same
We use White Rose Maths scheme of	It's me 1,2,3!	-representing numbers to 5, one more or less	Growing 6,7,8!	-comparing numbers to 10, number bonds	mamparate	On the move
	-representing, comparing, composition	-shapes with 4 sides, time	-making pairs, combining 2 groups	to 10	First then, now	-deepening understanding, patterns
-		-shapes with 4 slaes, time		-3D shape, pattern	1	and relationships
	1,2,3	Place value (to 5)	-length & height, time	-3D Shape, pattern	-adding more, taking away	•
	-circles and triangles, positional language		Blace value (to 7)	Place valve (to 10)	- spatial reasoning, compose and	- spatial reasoning, mapping
	Discount of (1-2)	Comparing amounts Representing	Place value (to 7)	Place value (to 10)	decompose	Place value (4a 20)
	Place value (to 2)	Counting forwards and backwards	Comparing amounts	Comparing amounts		Place value (to 20)
	Matching and sorting amounts		Representing	Representing	Place value (to 20)	Comparing amounts
	Comparing amounts	Odd and even	Counting forwards and backwards	Counting forwards and backwards	Comparing amounts	Building numbers beyond 10
	Representing	1	Odd and even	Odd and even	Building numbers beyond 10	Counting patterns beyond 10
	Counting forwards and backwards	Addition and Subtraction			Counting patterns beyond 10	Deepening understanding, patterns and
	More/less	Addition and Subtraction	Address and Change		Odd and even	relationships
'	Odd and even	One more/less	Addition and Subtraction	Address and Change		Odd and even
	· '	Composition	One more/less	Addition and Subtraction		
		Problem solving	Combining 2 groups	One more/less		Addition and Subtraction
	Addition and Subtraction	Las Brights and Bright	Composition	Combining 2 groups	Addition and Subtraction	Taking away
	Composition	Multiplication and division	Problem solving	Composition	Taking away	Adding more
Į.	· ·	Doubling and halving		Number bonds to 10	Adding more	
	Multiplication and division	l channel and	Multiplication and division	Problem solving		Multiplication and division
1	Doubling and halving	Shape, space and measures	Doubling and halving			Doubling and halving
1		Triangles		Multiplication and division	Shape, space and measures	Sharing and grouping
!	i j	Rectangles	Shape, space and measures	Doubling and halving	Length/height	<u> </u>
<u>!</u>	Shape, space and measures				I Contint reasoning	
<u>!</u> !	Circles	Squares	Comparing mass/capacity	1	Spatial reasoning	Shape, space and measures
<u>!</u> !	Circles Positional language	Pentagons	Length/height	Shape, space and measures	Compose and decompose shapes	Length/height
<u>!</u> !	Circles Positional language Compare size, mass and capacity, exploring		Length/height hexagons	Length/height	1 .	Length/height Spatial reasoning
<u>!</u> !	Circles Positional language	Pentagons	Length/height	Length/height Time	1 .	Length/height
<u>!</u> !	Circles Positional language Compare size, mass and capacity, exploring	Pentagons	Length/height hexagons	Length/height Time 3D shape	1 .	Length/height Spatial reasoning
<u> </u>	Circles Positional language Compare size, mass and capacity, exploring pattern	Pentagons time	Length/height hexagons time	Length/height Time 3D shape Pattern	Compose and decompose shapes	Length/height Spatial reasoning Compose and decompose shapes
<u> </u>	Circles Positional language Compare size, mass and capacity, exploring	Pentagons	Length/height hexagons	Length/height Time 3D shape	1 .	Length/height Spatial reasoning

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Which stories are special and why?

RE

Which people are special and why?

People, Culture and Communities (RE) Different beliefs How do humans change as they Comparison of hot and Toys from the past - what Observations over time The natural world (Geography, Science) Food and clothes in celebrations cold/contrasting places grow? materials were used? How did Explore the natural world around Past and present in our lives and (family celebrations) Similarities and differences they work? them family members Bonfire night, Christmas, Diwali Weather Toys from the present Make observations and drawing Similarities and differences Changing states of matter -Comparing – similarities and pictures of animals and plants Sequencing our lives and Seasons water, freezing differences - How do toys of the (linked to garden topic) discussing significant events Autumn – what has changed? Observations over time past compare to the toys that we Recognise some environments have now? How and why has the that are different from the one within our lives weather Observations over time Discussing family tree- who is clothing Describe what they hear, feel, same style of toy changed over they live older? Who is the youngest? How see whilst outside time? Investigating outdoor of school are members of your family Key concepts: People who live in cold places-Naming different types of toys and school next door similar/different? Comparing, similarities and differences Field work/Map skills "Where is how do they survive? Discuss Sorting toys from past and the garden area?" "What can be Families – similarities and present. Which toys are no clothing choices differences between each other Bonfire Night (History) Explore different surface areas in found there?" *Positional longer made? Sorting how toys work and how families within the class - what happened, why is it a outdoors and observation linked language People who help us/are special to significant event? How do we to weather, growth, decay over that has changed over time (e.g. celebrate Bonfire Night in Britain? battery powered). What is the Seasons us Immediate environment Sequencing the story of Guy Explore the local area through significance and impact of that? Seasonal time of change Spring -Key concepts: **Fawkes** local walks beyond school what has changed? Change and continuity, chronology Comparing past and present grounds Key concepts: Books: Once there were giants images of celebrations of Bonfire Change and continuity, chronology comparing to autumn and winter Books: Peepo Clouds, temperature, change of clothing and matching Know the name of the 4 seasons Our immediate environment (Geography) Understand the effect of Winter – what has changed? Draw information from a simple changing seasons on the natural weather map- can pupil name parts of the world around them comparing to autumn - what is building and who works in spaces different? What is the same? Sorting and matching items to Our immediate environment (classroom and school) - Locating Key concepts: seasons different parts of the classroom Understand the effect of Change, predicting, testing, asking and school-naming surfaces and changing seasons on the natural questions world around them flowerbeds School address/name of school Thermometer- is the weather MAP SKILLS- What words can I use to Adult school roles the same in different parts of describe where the garden area is/animals People who help us in our the UK and plants found? community and locality Positional language- describing route from How different cultures classroom-field, use of ariel maps and celebrate different festivals Key concepts: simple compass directions N,S around the world Place, environment Identifying what parts of the external Explore the local area, including Predicting, testing, impact on grounds are used and what can be done local walks (in school groundsenvironments follow up in Spring) *Site visit to Secondary field to explore MAP SKILLS - Cold Places -where are they school grounds via personal ariel view MAP SKILLS - Where am I in the room? in relation to where we are? Discuss similarities and differences what parts of the room do I use? between the 2 school grounds *Positional language and sound map Make maps of play areas, including 'No go' areas for the next F2 class Seasonal/weather conditions: Experience different weather conditions and their impact on their environment, examining and discussing natural objects

Which places are special and why?

Which times are special and why?

Where do we belong?

including significant events through foundation year

- 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

What is special about our world?

Academic Year: 2023/2024 Mrs Maxton and Mrs Miller Year Group: Reception Teachers:

Expressive art and design Creating with materials Being imaginative and expressive EAD (Music)

I wonder...who is special Painting/Collage/Drawing

Research: Colour: Kandinsky



Text: The dot by Peter H Reynolds

Developing skills:

- Naming colours
- Experimenting with and using primary colours
- Colour mixing
- Using a range of tools to make coloured marks on paper
- Beginning to use a variety of drawing tools
- Investigating different lines and shapes

Applying skills: Colour mixing with powder paints Drawing and painting self portrait

I wonder...what sparkles in the sky

Research: Bonfire night, firework videos Developing skills:

- Handling, manipulating and enjoying using materials
- Exploring a range of materials, tools and techniques
- Creating representations Printing with a variety of objects
- Applying skills:

Chalk firework pictures

Winter art

Cooking/Baking - changes of state

Developing skills (investigate and

explore):

- -Researching and investigating a range of healthy smoothies
- -Making choices about equipment
- -Handling tools and equipment safely and with control
- -Cutting fruits
- -Observing and

discussing changes

Applying skills (designing and <u>making):</u>

- -Cutting fruit smoothies
- -Melting chocolate rice crispy cakes

Concepts: Design, Create, Evaluate, Nutrition

Combining media and materials - 3D toys

Technique - combining media and materials To explore ways of joining materials in the most effective way to create 3D

models.

To explore strengthening and stiffening materials

Developing skills (investigate and explore):

- -Designing toys and puppets, making choices about materials -Observing how materials are joined together -Experimenting joining materials together in different ways -Considering an object's surface, size and shape when choosing a method of joining
- Appluing skills (designing and making): -junk model toys -moving puppets

Concepts: Design, Create, Evaluate

I wonder...what's hiding in the garden Painting/Collage/Drawing/3D art Developing skills:

- Exploring of a range of surface textures inside and outside
- Rubbinas
- Safely using a range of tools and techniques
- Creating weaving using ribbons Combining effects to create
- Creating textures

Applying skills: Observational drawings of plants and animals Clay mini beast Mixed media minibeast Summer seasonal art

Concepts: tone, texture, line, shape, colour,

Combining media and materials

Combining media and materials for a planned effect Explore hinges and fastening

Developing skills (investigate and explore):

- -Designing models to achieve a desired effect -Combining media and materials
- -Joining materials together effectively -Adapting models to
- -Weaving to create dream catchers

improve

Applying skills (designing and making):

-junk modelling -weaving dream catchers

Concepts: Design, Make, Evaluate

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.

ME Charanga Style: Mixed styles

Listen and Respond Finding the pulse

Nursery Rhymes

- Pat-a-cake
- 1, 2, 3, 4, 5, Once I Caught a Fish Alive
- This Old Man
- Five Little Ducks
- Name Song

My Stories Charanga Style: Mixed styles Songs

- Roll Alabama
- Boogie Wonderland
- Don't go breaking my heart
- Frosty the snowman
- Spiderman

Nursery Rhymes

- I'm A Little Teapot
- The Grand Old Duke of York
- Ring O' Roses
- Hickory Dickory Dock

Everyone Charanga **Style: Mixed Styles** Songs

- We are family
- Thula Baba
- ABC
- My mum is amazing
- Conga
- Mozart's horn

Nursery Rhymes

- Wind The Bobbin Up
- Rock-a-bye Baby

Our World Charanga

Style: Mixed Styles Songs

- Lovely Day
- Beyond the sea
- Mars from the planets
- Frog's legs and dragon's teeth
- Ain't no mountain high enough
- Singing in the rain

Nursery Rhymes

- Old Macdonald
- Incy Wincy Spider

Big Bear Funk Transition Unit Charanga

Style: Mixed Styles Songs

- Big Bear Funk
- I feel good
- Don't you worry about a thing
- My promise
- Superstition
- Pick up the pieces

Musical learning focus:

Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs

Composing Music

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	 Things For Fingers Understanding Music Copycat rhythm games High low games (pitch) Singing rhymes 	 Not Too Difficult The ABC Song Understanding Music Rhythm Games Pitch Playing Instruments tuned and untuned percussion 	 Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Understanding Music Rhythm Pitch Using percussion 	 Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey Understanding Music Pitch Rhythm Pulse Tempo percussion 	 Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
Computing	Computing Autumn		Spring	•	Summer
	What is a computer? Discuss common technologies in the home, school and the wider world. Talk about what technology is used for. Include take a walk to the computer suite.		We control technology. Explore technology use different digital devices I.e. tablets, touch screen, mouse, keyboard, camera. Recognise a range of digital devises.		Explore technology. Use different digital devises. Repeat an action with technology to trigger a specidfic outcome. Follow simple instructions to control a digital device. Recognise that we control computers.