

Reception 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English and Reading	<p>Have you filled a bucket today? Write/draw ideas how to fill a bucket Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>Runaway Pea Lost and found To write/draw a story map Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>To form letters of the alphabet neatly and correctly.</p>	<p>Oliver's Vegetables To begin to create a narrative Making connections Whole class discussions, small group interactions, asking questions</p> <p>Handers surprise To write a description Making connections Whole class discussions, small group interactions, asking questions</p> <p>Squirrels busy day To write instructions Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>It was a cold dark night Information writing – exploring wildlife To write about habitats Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>Stickman To write about fav part of story Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>The Christmas story To write about the Christmas story Making connections Whole class discussions, small group interactions, asking questions to clarify understanding</p> <p>To form letters of the alphabet neatly and correctly write simple sentences which can be read by themselves and others. To use their phonic knowledge to write words in ways which match their spoken sounds with some words expected to be spelt correctly.</p>	<p>The Tiger who came to Tea To write a shopping list Making connections Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Grace and family To write a setting description Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Monkey Puzzle To write labels/animal description Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Giraffes cant' dance To write a retell Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The Leopard Drum Greedy Zebra To write a character description Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Greedy Zebra To write a character description Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>To form letters of the alphabet neatly and correctly write simple sentences which can be read by themselves and others. To use their phonic knowledge to write words in ways which match their spoken sounds with some words expected to be spelt correctly.</p>	<p>Oi Frog Oi Dog To write a poem write simple sentences which can be read by themselves and others Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The three little pigs To write a retell Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Little Red Hen To write instructions Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The Ugly Duckling To write a retell Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The Easter story To write about the Easter story Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Write simple sentences which can be read by themselves and others. To use their phonic knowledge to write words in ways which match their spoken sounds with some words expected to be spelt correctly. To write some 'tricky words' (words that generally cannot be sounded out and blended) correctly.</p>	<p>Little red riding hood To write a recount Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The Elves and Shoemaker To write a letter Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Robin Hood To write a poster Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Cinderella Complete a speech bubble Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The gingerbread man To write a new ending to a fairy tale Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Write simple sentences which can be read by themselves and others. To use their phonic knowledge to write words in ways which match their spoken sounds with some words expected to be spelt correctly. To write some 'tricky words' (words that generally cannot be sounded out and blended) correctly.</p>	<p>Come away from the water Shirley? To write a message in a bottle Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>What can you see in the summer? To write about summer Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Shouty Arthur at the seaside To write a senses poem use their phonic knowledge to Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>At the beach To write a postcard Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>The boy who lost his bumble? To write a recount Whole class discussions, small group interactions, asking questions to clarify understanding. Anticipate key events in story Use recently introduced vocabulary</p> <p>Write simple sentences which can be read by themselves and others. To use their phonic knowledge to write words in ways which match their spoken sounds with some words expected to be spelt correctly. To write some 'tricky words' (words that generally cannot be sounded out and blended) correctly.</p>
Curriculum	Do you want to be friends?	Are carrots orange? Why do squirrels hide their nuts?	Why do zebras have stripes?	Do cows drink milk?	Will you read me a story?	Are we there yet? What can you see in the summer?

<p>Science (In Curriculum)</p>	<p>Properties of ice Observations of growing</p>	<p>Growing Habitats Seasons Changes over time</p>	<p>Grouping herbivore, carnivore, omnivore Sorting Animal characteristics Habitats seasons</p>	<p>Grouping herbivore, carnivore, omnivore Sorting Animal characteristics Habitats Seasons changes</p>	<p>Liquids, solids, changes. changes over time habitats</p>	<p>Seasons Habitats Sorting Observational skills Changes over time</p>
<p>Maths</p>	<p>Daily Mastering number NCETM programme Numbers to 10 Height Language short and tall: 2d shapes Subitise up to 5 Counting and number work: Numicon More or less</p>	<p>Daily Mastering number NCETM programme Recognising the pattern of the counting system Time and sequencing Ordering numbers Numbers to 5 Numbers bonds to 10 Subitise up to 5 Develop spatial reasoning skills Measurement</p>	<p>Daily Mastering number NCETM programme Weight Capacity Subitising to 5 Positional language Addition Positional language Odds and evens Additions halving</p>	<p>Daily Mastering number NCETM programme Subitising 5-7 Exploring numbers 7 and 8 Subtraction Doubling Number bonds to 10</p>	<p>Daily Mastering number NCETM programme Additions Subtraction Reasoning skills Ordering numbers to 20 and beyond 3d shapes Additions Subtraction</p>	<p>Daily Mastering number NCETM programme Additions Subtractions Sharing in 2s 5s and 10s Number bonds to 10 additions Number bonds to 10 subtractions Reasoning skills time</p>
<p>RE</p>	<p>Believing Which stories are special and why?</p>	<p>Believing Which people are special and why?</p>	<p>Expressing What places are special and why?</p>	<p>Expressing What times are special and why?</p>	<p>Living Being special: where do we belong?</p>	<p>Living What is special about our world?</p>
<p>PE</p>	<p>Space awareness balance</p>	<p>Dance movement</p>	<p>Bats and balls</p>	<p>Team games</p>	<p>Sports day activities</p>	<p>freechoice</p>
<p>Music Sequencing/term taught varies across the year but all covered.</p>	<p>Key genre/person/song(s) Pop/Rock The Beatles Yellow Submarine Listening Listen to high quality music and respond with feeling, story-making and dance movement. Copies others' movements to music.</p>	<p>Storytelling/Acting Is involved in creating and acting out a basic storyline to music in a group and understands that music can show a story and can be represented through dance.</p>	<p>Composing Compose basic rhythm patterns and simple tunes in a group using percussion instruments. Write down basic dot notation in boxes with words to create their own rhythm strip</p>	<p>Notation Follow a conductor and basic start/stop and loud/quiet instructions. Follows basic dot notation in boxes with more complex word rhythms. Performing Perform basic rhythms and tunes in a group using bodies, voices and percussion instruments. Performs basic dot notation compositions with hands and voices.</p>	<p>Understanding Understands the difference between beat and rhythm and clap along to both with a piece of music being played.</p>	<p>Singing Sings a basic melody in a group in time with a piano or recording and can notice when the music changes pitch.</p>
<p>Computing Sequencing/term taught varies across the year but all covered.</p>	<p>Mini Mash Use the videos in Simple City as a starting point for discussion for various topics. Children to respond to what they see with questions and comments. (Digital Literacy) Maths City 1 children to explore practical everyday maths</p>	<p>2Create a story Children create their own stories on the whiteboard/screen. Familiar stories for the children and add the children's photographs as characters in the story. Fairy tale slide shows Children can retell the stories through the images on the slide show, adding in their own narrative details, identifying the key events Maths City 1 children to explore practical everyday maths</p>	<p>Mini Mash Simple City Children visit the different areas within Simple City to find out more about people's roles and responsibilities in different areas of the community. Also used as a point to begin researching how these places and people worked in the past. 2Beat Children to experiment with beats and rhythms. Discussion and questions. Children record their own voices. Make the sound of an animal or use instruments to add in sound effects. Maths City 1 children to explore practical everyday maths</p>	<p>Mini Mash Various resources including slide shows, jigsaws and paint projects on the topic of feelings. Children can discuss the different feelings that they experience, what can make them feel like that as well as any physical responses they might have with that feeling. Maths City 1 children to explore practical everyday maths</p>	<p>Mini Mash Mashcams Children to role play a wide variety of different roles and characters, with space to input their picture and write or record their voice. 2Handwrite Record and play back letter formation, handwriting joins and spelling patterns. Maths City 1 children to explore practical everyday maths</p>	<p>Mini Mash Jigsaws and 2pair Children practice fine motor skills and movements through playing games which include dragging and dropping. Either using a mouse on a PC or fingers on an iPad, children will develop hand and eye coordination. Maths City 1 children to explore practical everyday maths</p>

PSHE

Sequencing/term taught varies across the year but all covered.

PSHE –Making friends
No Outsiders! – To say what they think

PSHE –Keeping Healthy – Healthy Eating
No Outsiders! – To understand that it's ok to like different things

PSHE –Friendships
No Outsiders! – To make friends with someone different.

PSHE –Being Responsible – Helping Someone in Need
No Outsiders! – To understand that all families are different

PSHE – Feelings and Emotions - Worry
No Outsiders! – To be celebrate their family.

PSHE – Transition
No Outsiders! – Review and Recap