

| RECEPTION   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
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| Topic   | Animals   | Light & Dark  | People Who Help Us   | Once Upon A Time  | Minibeasts  | Pirates!   |
| <b>Enhancements</b>                                 | Autumn<br>Maths Rockstars Day   | Bonfire night<br>Harvest<br>Remembrance Day<br>Diwali<br>Dalight savings<br>Hanukkah<br>Christmas<br>Winter Solstice  | Valentines<br>Shrove Tuesday<br>St Davids Day<br>St Patricks Day<br>Mothers Day<br>Chinese New Year  | Eid<br>St George Day<br>Easter  | RHS Britain in bloom<br>Summer solstice   | Aquarium Trip  |
| <b>Key Texts</b>                                    | The something<br>Lost & Found<br>The Owl & The pussycat<br>The Tiger Who Came to Tea  | How to Catch a Star<br>Beegu<br>The jolly Christmas<br>postman<br>The Christmas story<br>Saving Mr Hoot   | My Mum is a Superhero<br>Here come the<br>Superheroes<br>George Saves the World<br>by Lunchtime<br>Non- fiction texts  | The 3 Billy Goats Gruff<br>Little Red<br>Little Red Riding Hood<br>The 3 Little Pigs<br>Puss in Boots   | Olivers vegetables<br>Seed to Plant<br>Kate who tamed the<br>Wind<br>Minibeasts non fiction<br>The Bad Tempered<br>Ladybird<br>Ladybird ladybird what<br>can you see...<br>The Extraordinary<br>Gardener  | Seashore<br>A first book of the sea<br>The Sea Saw<br>The Storm Whale<br>The Pirates next door<br>10 little Pirates  |
| <b>Communication and Language</b>                   | Understand how to listen carefully and why listening is important.<br>Engage in story times.<br>Develop phonological awareness.<br>Spot rhymes<br>Count and clap syllables<br><br>Listen carefully to rhymes and songs, paying attention to how they sound.   | Ask questions to find out more and to check they understand what has been said to them.<br>Develop social phrases and repeat phrases<br>Engage in story times.<br>Have favourite stories<br><br>Learn new vocabulary  | Articulate their ideas and thoughts in well-formed sentences.<br>Connect one idea or action to another using a range of connectives.<br>Engage in non-fiction books.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Describe events in some detail<br>Use talk to help work out problems and organise thinking and activities<br>explain how things work and why they might happen.<br>Make predictions of what might happen next in a story.<br><br>Use new vocabulary throughout the day.   | Listen to and talk about stories to build familiarity and understanding.<br>Engage in non-fiction books.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Learn rhymes, poems and songs | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br>Use new vocabulary in different contexts.   |
| <b>Personal, Social &amp; Emotional Development</b> | See themselves as a valuable individual.<br>Build constructive and respectful relationships.<br><b>Self Regulation- my feelings</b> <ul style="list-style-type: none"> <li>Identify their feelings</li> <li>Identify and express their feelings</li> <li>Explore coping strategies to regulate emotions</li> <li>Describe feelings</li> </ul> | Express their feelings and consider the feelings of others.<br><b>Building Relationships: My family and Friends</b> <ul style="list-style-type: none"> <li>Festivals</li> <li>Sharing</li> <li>What makes a good friend</li> <li>Being a good friend</li> <li>Teamwork</li> </ul> | Identify and moderate their own feelings socially and emotionally.<br><b>Building Relationships- special Relationships</b> <ul style="list-style-type: none"> <li>Talk about families</li> <li>Identify and talk about special people</li> </ul>                                       | Think about the perspectives of others.<br><b>Self Regulation: Listening and following instructions.</b> <ul style="list-style-type: none"> <li>Simon says</li> <li>Listening to a story</li> <li>Pass the whisper</li> <li>Obstacle races- following instructions</li> <li>Blindfold walk- instructions</li> </ul> | Manage their own needs.<br><b>Managing self: my wellbeing</b> <ul style="list-style-type: none"> <li>What is exercise?</li> <li>Yoga and relaxation</li> <li>Looking after ourselves</li> <li>Being a safe pedestrian</li> <li>Healthy eating</li> </ul>    | Show resilience and perseverance in the face of challenge.<br><br><b>Managing Self: Taking on challenges</b> <ul style="list-style-type: none"> <li>Why do we have rules?</li> <li>Building towers</li> <li>Team den building</li> </ul> |

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|                                 | <ul style="list-style-type: none"> <li>Explore facial expressions and what they mean</li> <li>Identify feelings and moderate behaviour.</li> </ul>   | <ul style="list-style-type: none"> <li>Celebrating friendships</li> </ul>  | <ul style="list-style-type: none"> <li>Understand why it is important to share</li> <li>See themselves as valuable and different</li> <li>Explore diversity by talking about similarities and differences.</li> </ul>  | <ul style="list-style-type: none"> <li>Treasure hunt</li> </ul>  | <ul style="list-style-type: none"> <li>A rainbow of food</li> </ul>   | <ul style="list-style-type: none"> <li>Grounding</li> <li>Team races</li> <li>Circus skills</li> </ul>  |
| <b>Physical Development</b>     | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.<br>Negotiate space   | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.   | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.<br>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.   | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.  | Combine different movements with ease and fluency<br><br>Develop the foundations of a handwriting style which is fast, accurate and efficient.  | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  |
| <b>PD- Ongoing learning</b>     | Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.<br>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>Develop overall body-strength, balance, co-ordination, and agility |  |  |  |   |   |
| <b>PE</b>                       | Gymnastics<br>Perform simple movement patterns.<br>Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these   | Gymnastics<br>Perform simple movement patterns.<br>Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these   | Dance<br>Perform dances using simple movement patterns.<br>Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these.  | Dance<br>Perform dances using simple movement patterns.<br>Master basic movements including running and jumping, as well as developing balance, agility and coordination, and begin to apply these.  | Athletics<br>Master basic movements including running, jumping and throwing, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.  | Games<br>Participate in team games, developing simple tactics for attacking and defending. □<br>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.   |
| <b>Literacy (Steps to Read)</b> | Animals<br>Read individual letters by saying the sounds for them. Begin blending and segmenting words.<br><br>The something LC<br>Lost & Found LC<br>The Owl & The Pussycat LC<br>The Tiger Who Came to Tea LC   | Light & Dark<br>Teach children to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br><br>How to Catch a Star LC<br>Beegu LC<br>The jolly Christmas postman<br>The Christmas story<br>Saving Mr Hoot LC | People Who Help Us<br>Read some letter groups that each represent one sound and say sounds for them.<br>Read a few common exception words matched to the school's phonic programme.<br>Secure blending<br><br>My Mum is a Superhero LC<br>Here come the Superheroes LC<br>George Saves the World by Lunchtime LC | Once Upon A Time<br>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br><br>Wolves- Facts about wolves<br>Little Red Riding Hood- discuss the character of the wolf. LC | Minibeasts<br>Form lower-case and capital letters correctly.<br>Spell words by identifying the sounds and then writing the sound with letter/s.<br><br>Olivers vegetables- LC<br>Seed to Plant- LC<br>Kate who tamed the Wind- LC<br>Minibeasts non fiction<br>The Bad Tempered Ladybird<br>Ladybird ladybird what can you see... author study Eric Carle | Pirates!<br>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.<br>Re-read what they have written to check that it makes sense.<br><br>Seashore- facts about the seaside. LC<br>A first book of the sea-poetry LC<br>The Sea Saw- passing of time, characters changing. LC |

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|  |  |   | Non-fiction texts about firefighters<br>Mog and the VET  | The 3 Little Pigs- Compare characters. LC<br>Puss in Boots<br>Anansi and the Spider- compare to UK traditional tales<br>Handa's Surprise- retelling  | The Extraordinary Gardener LC  | The Storm Whale- discussing events, retelling. LC<br>The Pirates next door<br>10 little Pirates   |
| <b>Phonics</b>                             | ELS Phase 2<br>S,a,t,p,,n,m,d,g,o,c,k,ck,e,u,r,ss,h,b,ff,ll<br>HRW<br>l, the, no, put, of, is, to, go, into, pull, as, his   | ELS Phase 3<br>J,v,w,x,y,z,qu,ch,sh,th, ng,<br>nk, ai, ee, igh, oa, -es<br>HRW<br>He, she, buses, we, me, be, push, was, her, my, you   | ELS Phase ¼<br>Oo, ar, ur, oo, or, ow, oi, ear, air, ure, ow<br>HRW<br>They, all, are, ball, tall, when, what  | ELS Phase ¼<br>Review<br><br>HRW<br>Said, so, have, were, out, like, some, come, there, little, one, do, children, love  | ELS Phase 4<br><br>CVCC -ed /ed/<br>CCVC -ed /t/<br>CCVCC -ed /d/<br>CCCVC<br>CCCVCC -er -est  | ELS Phase 5<br>Ai, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, l-e, o-e, u-e, c<br>HRW<br>Oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very   |
| <b>Maths- White Rose Maths &amp; NCETM</b> | <b>White Rose</b><br>Match objects<br>Match pictures and objects<br>Identify a set<br>Sort objects to a type<br>Explore sorting techniques<br>Create sorting rules<br>Compare amounts<br><br>Compare size Compare mass<br>Compare capacity Explore simple patterns<br>Copy and continue simple patterns<br>Create simple patterns<br><br>Find 1, 2 and 3 Subitise 1, 2 and 3<br>Represent 1, 2 and 3 1 more<br>1 less<br>Composition of 1, 2 and 3 | <b>White Rose</b><br>Identify and name circles and triangles Step 2<br>Compare circles and triangles Step 3 Shapes in the environment Step 4<br>Describe position<br><br>Find 4 and 5 Subitise 4 and 5<br>Represent 4 and 5 1 more<br>1 less<br>Composition of 4 and 5<br>Composition of 1-5<br>Identify and name shapes with 4 sides<br>Combine shapes with 4 sides<br>Shapes in the environment<br>My day and night | White Rose<br>Introduce zero<br>Find 0 to 5<br>Subitise 0 to 5<br>Represent 0 to 5 1 more<br>1 less<br><br>Compare mass<br>Find a balance<br>Explore capacity<br>Compare capacity<br><br>Find 6, 7 and 8<br>Represent 6, 7 and 8 1 more<br>1 less<br>Composition of 6, 7 and 8<br><br>Explore length<br>Compare length<br>Explore height<br>Compare height<br>Talk about time<br>Order and sequence time | <b>White Rose</b><br><br>Find 9 and 10<br>Compare numbers to 10<br>Represent 9 and 10<br>Conceptual subitising to 10 1 more<br>1 less<br><br>Recognise and name 3-D shapes<br>Find 2-D shapes within 3-D shapes<br>Use 3-D shapes for tasks<br>3-D shapes in the environment<br>Identify more complex patterns | <b>White Rose</b><br>Build numbers beyond 10 (10-13)<br>Continue patterns beyond 10 (10-13)<br>Build numbers beyond 10 (14-20)<br>Continue patterns beyond 10 (14-20)<br>Verbal counting beyond 20<br>Verbal counting patterns<br><br>Add more<br>How many did I add?<br>Take away<br>How many did I take away?<br>Select shapes for a purpose<br><br>Rotate shapes<br>Manipulate shapes<br>Explain shape arrangements<br>Compose shapes<br>Decompose shapes | <b>White Rose</b><br>Explore sharing<br>Sharing<br>Explore grouping<br>Grouping<br>Even and odd sharing<br>Play with and build doubles<br><br>Identify units of repeating patterns<br><br>Create own pattern rules<br>Explore own pattern rules<br>Replicate and build scenes and constructions<br>Visualise from different positions<br>Deepen understanding<br>Patterns and relationships |

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| <b>NCETM- Daily Maths meetings</b> | Identify when a set can be subitised and when counting is needed <ul style="list-style-type: none"> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> </ul>  |  | <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>• focus on equal and unequal groups when comparing numbers</li> </ul> |   | <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes</li> <li>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul> |  |
| <b>Understanding of the World</b>  | <b>Do animal babies look like their parents?</b><br><b>Who is in your pack?</b><br><b>What are animals' basic needs?</b><br><b>Hibernation &amp; migration</b><br><b>Autumn</b>   | <b>Christmas around the world</b><br><b>Light &amp; Dark</b><br><b>Diwali</b><br><b>Hannukah</b><br><b>Winter</b>  | <b>Firefighters past and present</b><br><b>Doctors &amp; Nurses past and present</b><br><b>Chinese New Year- compare the animals from the story</b>  | <b>Jungle and rainforest</b><br><b>Do we have jungles in the UK?</b><br><b>Can you live in a jungle?</b><br><b>Can you make a jungle home?</b>  | <b>What do plants need to grow?</b><br><b>How do we know it is spring?</b><br><b>Can you make a habitat for a minibeast?</b><br><b>Do all minibeasts have legs?</b>   | <b>Do all boats float?</b><br><b>How do we know it is Summer time?</b><br><b>Can you make and follow a pirate map?</b>   |
|                                    | Talk about members of their immediate family and community.<br>Name and describe people who are familiar to them.<br>Describe what they see, hear, and feel whilst outside.   | Recognise that people have different beliefs and celebrate special times in different ways.<br>Recognise some environments that are different to the one in which they live.   | Understand that some places are special to members of their community.<br><br>Compare and contrast characters from stories, including figures from the past.   | Recognise some similarities and differences between life in this country and life in other countries.   | Explore the natural world around them.<br>Understand the effect of changing seasons on the natural world around them  | Comment on images of familiar situations in the past.<br>Draw information from a simple map.   |
| <b>Expressive Art and Design</b>   | Develop storylines in their pretend play.<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Marvellous Marks- Kapow</b> <ul style="list-style-type: none"> <li>• explore making marks with wax crayons.</li> <li>• To investigate the marks and patterns made by different textures.</li> <li>• Explore mark making with felt tip pens</li> <li>• Explore mark making with chalk</li> </ul> | Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Painting and mixed media: Paint my world</b><br><b>Kapow</b> <ul style="list-style-type: none"> <li>• Explore Paint through finger painting.</li> </ul> | Return to and build on their previous learning, refining ideas and developing their ability to represent them<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Structures: Junk modelling: Kapow</b> <ul style="list-style-type: none"> <li>• Explore and investigate tools for junk modelling.</li> </ul>  | Create collaboratively sharing ideas, resources, and skills.<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Seasonal Craft (Easter)</b> <ul style="list-style-type: none"> <li>• To independently use fine motor skills to create threaded Easter egg decorations</li> </ul> | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Sculpture: Creation Station- Kapow</b> <ul style="list-style-type: none"> <li>• Explore clay and its properties</li> <li>• Explore play dough and</li> </ul>   | Watch and talk about dance and performance art, expressing their feelings and responses.<br>Explore, use, and refine a variety of artistic effects to express their ideas and feelings<br><b>Structure: Boats, floating and sinking: Kapow DT</b> <ul style="list-style-type: none"> <li>• Understand what waterproof</li> </ul> |

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|                                | <ul style="list-style-type: none"> <li>Explore mark making with pencils</li> <li>Create a simple observational drawing</li> </ul> <p>Use a variety of colours and materials to make a self portrait.</p> | <ul style="list-style-type: none"> <li>Create natural paintbrushes with found objects.</li> <li>Respond to music through paint</li> <li>Make child led mixed media collages</li> <li>To create landscape collages inspired by the work of Megan Coyle</li> <li>Create a large group artwork based on fireworks.</li> </ul> <p><b>Seasonal Crafts</b><br/><b>Christmas- Kapow</b><br/>To use a range of tools to create and decorate salt dough decorations.</p> | <ul style="list-style-type: none"> <li>Investigate cutting different materials</li> <li>Learn how to plan and choose the correct materials needed for a model.</li> <li>Verbally plan and create a model</li> <li>Share a model and talk about how it was made.</li> <li>Explore different ways to join materials.</li> </ul> | <p><b>Textiles: Bookmarks- Kapow</b></p> <ul style="list-style-type: none"> <li>Develop threading and weaving skills.</li> <li>Apply weaving skills to paper</li> <li>Use threading/ sewing skills with hessian and wool.</li> <li>Use threading or sewing to skills to design a bookmark</li> <li>Create their bookmark</li> <li>Evaluate their bookmark</li> </ul> | <p>its properties</p> <ul style="list-style-type: none"> <li>Create natural 3D landscape pictures.</li> <li>Talk about sculptures and artists.</li> <li>Plan and create a 3D clay sculpture.</li> </ul> | <p>means and how to test materials.</p> <ul style="list-style-type: none"> <li>Test and make predictions for what floats and sinks.</li> <li>Compare the uses of boats.</li> <li>Investigate how the shape and structure of boats influence how they move.</li> <li>Design a boat</li> <li>Create a boat based on their design</li> </ul> |
| <p><b>Music with Jenny</b></p> | <p>Explore and engage in music making and dance, performing solo or in groups.</p>   |   |   |  |   |   |
|                                | <p>Exploring Sound</p> <p>Vocal Sounds<br/>Body sounds<br/>Instrumental sounds<br/>Environmental sounds<br/>Nature sounds</p>  | <p>Celebration Music</p> <p>Diwali music<br/>Hannukah music<br/>Kwanzaa music<br/>Christmas music<br/>Christmas action songs and nativity play.</p>   | <p>Music and Movement</p> <p>Action songs<br/>Finding the beat<br/>Exploring tempo<br/>Exploring tempo and pitch through dance<br/>Music and movement performance</p>   | <p>Musical Stories</p> <p>Moving to music<br/>Using instruments to show characters<br/>Storytelling with actions<br/>Using instruments to represent actions<br/>Musical story compositions<br/>Musical story performance</p>   | <p>Transport</p> <p>Exploring different types of transport<br/>Trains<br/>Boats<br/>Cars<br/>Transport journey- rhythms on different instruments.</p>   | <p>Big Band</p> <p>What makes an instrument<br/>Introduction to an orchestra<br/>Follow the beat<br/>Tuned and untuned instruments<br/>Bog Band performance</p>   |

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| <b>RE</b> | I am special – why are we all different and special? 4 (Islam) 1 | Christmas: How do Christians celebrate Jesus' birthday? 4<br>Diwali and Hanukkah 2 | What is prayer? How do other world faiths pray? 4 Buddhism<br>Islam Judaism 3 | Easter: Why do Christians believe that Easter is all about love? 5 | Special places: What makes a place holy? 6 Islam Hinduism 2 | Stories that Jesus heard 4 Stories from other religions 2 |
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