
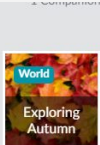

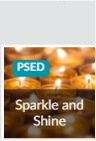

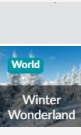

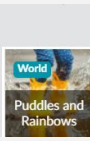

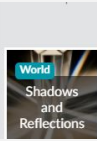



RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	 	 	 	 	 	 
Key Texts	<p>Once there were Giants Lost and Found Leaf Man Bear snores on My Family (No Outsiders) The Lion and the Mouse The Busy Little Squirrel Pumpkin soup Squirrel's Busy Day After the storm How many seeds in a pumpkin? (Maths)</p>	<p>Peace at Last Whatever Next! How to catch a star Owl Babies Astro Girl The Night Pirates The way back home</p> <p>One snowy night Emily Brown and the Thing The Jolly Christmas Postman The Lost Stars Diwali The Christmas Story</p>	<p>The Little Red Hen Gingerbread Man Goldilocks and the 3 Bears The 3 Billy Goats Gruff The Elves and the Shoemaker</p> <p>Poetry Box</p> <p>The Gruffalo's Child</p>	<p>Dear Dinosaur Non-fiction books Dinosaurs First Facts Dinosaur Roar! Tyrannosaurus Drip Captain Flinn and the Pirate Dinosaurs</p> <p>Poetry Box - Pancakes</p>	<p>Poems about Seasons Shark in the Park! Katie and the Sunflowers Errol's Garden Through the Magic Mirror The Foggy Foggy Forest Little Beaver and the Echo Night Monkey, Day Monkey</p>	<p>Our World: A First Book of Geography Fatou, Fetch the Water Mama Panya's Pancakes Under the Same Sky We All Went on Safari</p>
Key Experiences	<p>Woodland walk Making soup Road Safety</p>	<p>Day and Night walk Making winter bird food cakes Nativity performance Making clay diva lamps</p>	<p>Making bread</p> <p>Making porridge and gingerbread</p>	<p>Making pizza.</p>	<p>Class trip Plan a picnic -</p>	<p>Plan a journey. Making pancakes (Mama Panya recipe).</p>

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WHOLE SCHOOL VALUES	Honesty	Loyalty	Curiosity	Adventure	Balance	Boldness
Key Texts	Tiddler by Julia Donaldson	The Bear and the Piano by David Litchfield	Just because by Mac Barnett Little Miss Curious	The Snail and the Whale by Julia Donaldson The Hundred decker Bus by Mike Smith Emma Jane's Aeroplane by Katie Haworth	Fables The Tortoise and the Hare	The Day You Begin by Jacqueline Woodson

RECEPTION 2021-2022

	Democracy (PSED)	Rule of Law (PSED)	Individual Liberty (PSED and UW)	Mutual Respect and Tolerance for those with different faiths and beliefs (PSED and UW)
British Values	<p>Making decisions together. Let them know their views count and encourage everyone to value each other's opinions and values. E.g. Children share views on what activity should come next with a show of hands. Voting for book to read.</p> <p>Provide activities that involve turn-taking, sharing and collaboration.</p> <p>Give children opportunities to develop enquiring minds. How? By creating an atmosphere where all questions are valued.</p>	<p>Understanding that rules matter. Understanding rules and routines and why we have them.</p> <p>Learnt to distinguish right from wrong.</p> <p>Ensure rules apply to everyone.</p> <p>Protective behaviours.</p>	<p>Freedom for all. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities E.g. through allowing them to take risks on an obstacle course and talking about their experiences and learning.</p> <p>Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions.</p>	<p>Treat others as you want to be treated. Encourage and explain the importance of tolerant behaviours such as sharing and respecting others' opinions.</p> <p>No Outsiders.</p> <p>Learning about different places of worship.</p> <p>Promote diverse attitudes and challenge stereotypes, E.g. by sharing stories that reflect and value the diversity of children's experiences.</p> <p>Provide resources and activities that challenge gender, cultural and racial stereotyping.</p> <p>Encourage children to acquire a tolerance, appreciation and respect for their own and other cultures by discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions</p> <p>Share and discuss practices, celebrations and experiences.</p>

RECEPTION 2021-2022

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Osbox And Project Evolve	Link with Protective Behaviours: Activity: 1, 2, 3, 4, 5 Feelings, Network hand, Smartie the Penguin		Activity: 8, 9 Emotions, Digiduck (original story) Evolve: Me and my Avatar		Recap of previous sessions as needed by cohort. New Digiduck story Evolve: Privacy and Security	
What is a computer? Key skills. Sheffield Computing	Use different digital devices. - Recognise that you can access content on a digital device. - Use a mouse, touchscreen or appropriate access device to target and select options on screen. - Recognise a selection of digital devices. - Recognise the basic parts of a computer, e.g. mouse, screen, keyboard. - Select a digital device to fulfil a specific task, e.g. to take a photo.					
Presenting Information & Multimedia Sheffield Computing	Use technology to explore and access digital content. Operate a digital device with support to fulfil a task. Create simple digital content, e.g. digital art. Choose media to convey information, e.g. image for a poster.					
Data Sheffield Computing	Access content in a range of formats, e.g. image, video, audio. Answer basic questions about information displayed in images e.g. more or less. Collect simple data (e.g. likes/dislikes) on a topic. Can present simple data using images, e.g. number of animals.					
Programming & Algorithms Sheffield Computing	Explore technology. Repeat an action with technology to trigger a specific outcome. Recognise the success or failure of an action. Follow simple instructions to control a digital device. Recognise that we control computers. Input a short sequence of instructions to control a device.					
PROVISION	HAD: Walkie Talkies, microphones (broken and need replacing) GOT: Some digital magnifiers (need to get them working) Torches, Beebots, Talking Tins, old phones in role play					

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
No Outsiders	The Family Book	Our House	You Choose	Red Rockets and Rainbow Jelly	Blue Chameleon	
Protective Behaviours		Feelings, Early Warning signs, Network hand			Revisit Network hand	

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language PoS	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Poetry Basket: Learn 'Leaves are Falling'.	Poetry Basket: Learn 'Chop Chop.' (if do with chopping veg) Wise Old Owl (if do with nocturnal animals) Helicopter stories	Poetry Basket: Learn 'Pancakes' (Week 1 of Spring 2)	Poetry Basket: Learn 'A Little Seed'.	Poetry Basket: Learn 'A Little Shell'	Poetry Basket: Learn 'Monkey Babies'.
Continuous Provision	Daily high quality interactions, daily group discussions, back and forth conversations. Role play includes ways to communicate (phone, paper, signs, symbols), Small world provocations. Interesting pictures to talk about. Reading and sharing books. Use of Sustained Shared Thinking by staff.					

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Personal, Social and Emotional Development</div> <div>PoS</div>	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Children learn to see themselves as individuals and talk about themselves in positive terms. Explore rules and support them to work collaboratively and cooperatively. Learn about emotions and encourage to try new activities and look after basic hygiene needs. Identify trusted adults. Support to create positive relationships with adults and peers. Anti-bullying Protective behaviours No Outsiders Road Safety Bedtime routine Oral health	Play games that encourage sharing and taking turns. Develop understanding of emotions, exploring why story characters act the way they do and how they might be feeling. Exploring feelings, following rules, building relationships, social skills Anti-bullying Protective behaviours - revisit Network hand. No Outsiders	Further develop knowledge of basic hygiene needs and learn about importance of sun safety. RSE: CWP scheme Family and Friendship Caring friendships, Being kind, Families	Continue to develop knowledge of looking after their hygiene as they explore the importance of handwashing.		

Physical Development PoS	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence		
Gross Motor Fine Motor	Onside Coaching: 1 hour session each week Obstacle courses Large scale movements (using dance such as Go Noodle) Large whiteboards/chalkboards, spades, brushes, rakes, rollers, large paint brushes, basters Pencil control skills (see Toolkit for activities to support) Pre writing patterns (Jarman) Teach and model correct letter formation Manipulate different objects: paint brushes, pens, tools, scissors, whiteboard pens (small), cutlery at lunchtime, shoes, wellies, coats, jumpers on and off Pencil/tool grip, pipettes Construction sets: duplo (and larger blocks)	Onside Coaching: 1 hour session each week Olympic Trail Obstacle courses - developing Letter formation Pencil grip - towards a comfortable grip with good control Constructions sets: mobilo, Lego	Onside Coaching: 1 hour session each week Olympic Trail Letter formation Pencil grip - comfortable grip (tripod if appropriate). Construction sets: Creative set, Brio
Continuous Provision	Community Playthings blocks, wheelbarrows, sack trucks, shopping trolley, prams, gardening equipment, crates, tweezers, water play: pouring, mixing, stirring, sand play: digging, filling, transporting, small world, puzzles, creative area, play dough, threading, cutting, weaving, Construction sets, loose parts		

Physical Development and Literacy

Handwriting - Fine Motor Skills

From Highland Literacy

Pencil control concepts

Letter formation

Handwriting

Stage 1
Thinking about it
Cognitive stage

Children gain understanding and knowledge about different aspects of the skills. Plan activities that include thinking (asking questions and reflecting), looking (attending to different aspects) and doing (experiencing the movement).

Feedback is important.

Children see adults model it correctly and think out loud what they are doing.

Stage 2
Practising it
Associative stage

Children rely on their knowledge and previous experience to refine their skills.

Repetition is not the same as practice.

Practice involves thinking and making changes.

This stage can take a long time (several years).

Stage 3
Doing it automatically
Autonomous stage

Once they have reached this stage, they are able to focus on what they are writing, rather than on how they are writing.

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy PoS	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Mark making Recognising and writing name. Story maps Start RWInc - Set 1	Jarman handwriting patterns. (PD link) RWInc letter formation rhymes Story maps	RWInc - Set 2 sounds Letter formation in letter families.	RWInc - Set 2 sounds Letter formation in letter families.		Write Stuff: If Sharks Disappeared
Continuous Provision						

Communication & Language and Literacy

Reading into Writing

Stour Federation

Day

1

Read the story, explore text, story map

Small world enhanced.

2

Word collector, Fantastic basket, Fact Splat (non-fiction)

Just Me sentence

Plot point 1

3

Revisit vocab in Fantastic basket and add to it. Model writing another sentence using connective.

Introduce using Memorable moment

Plot point 2

4

Re-read sentences and edit/extend.

Plot point 3 (if needed)

**Continuous
Provision**

Role play, small world – enhance storytelling and extending vocabulary. Back and forth conversations with children.

Photographs and pictures in classroom – encouraged to talk about. Children tell their own stories and adult scribes. Stage in outside area to act it act.

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics PoS	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	WRM: Getting to know you - Baseline WRM Phase 1: Just like me! Matching and Sorting Comparing size, mass and capacity, Comparing amounts Exploring patterns NCTEM – Numberblocks Episodes 1-15 Time sequencing Measuring Weighing Positional language	WRM Phase 2: It's me 1, 2, 3! Representing 1, 2 & 3 Composition of 1, 2 & 3, Comparing 1, 2, & 3 Circles and triangles, Positional language WRM Phase 3: Light and Dark Representing numbers to 5 Composition of 4 & 5, One more and less Shapes with 4 sides, Time CLIC: Counting Counting in order to 10 in ones, Counting back in ones from 10, Reading numbers to 10, Subitising, 1-1 correspondence, Cardinality, Missing numbers to 5 Learn Its Adding 2 small numbers (to 5), one more and one less (to 5) It's Nothing New Applying using meaningful contexts. Calculation Introduce how you write the calculation. Show how you could record.	WRM: Phase 4 Alive in 5! Introducing Zero Comparison to 5 Comparison to 5, Composition to 5 Compare Mass (2), Compare Capacity WRM: Phase 5 Growing 6, 7, 8 6, 7, 8 Making Pairs Combining 2 Groups Length & Height Time CLIC: Counting Counting in order to 10 in ones, Counting back in ones from 10, Reading numbers to 10, Subitising, 1-1 correspondence, Cardinality, Missing numbers to 10, Counting in 2s Learn Its Adding 2 small numbers (to 10), one more and one less (to 10), halving and doubling (to 10) It's Nothing New Applying using meaningful contexts. Calculation Introduce how you write the calculation. Show how you could record. Numberblocks Series 2 Episode 6 – Just add 1 Episode 1 – Six Episode 2 – Seven Episode 3 – Eight Episode 8 - Counting Sheep Episode 9 – Double Trouble Episode 13 – The Two Tree	WRM: Phase 6 Building 9 and 10 9 and 10 Comparing Numbers to 10 Bonds to 10 3-D Shapes Pattern WRM: Spring consolidation CLIC: Counting Counting in order to 10 in ones, Counting back in ones from 10, Reading numbers to 10, Subitising, 1-1 correspondence, Cardinality, Missing numbers to 10, Counting in 2s Learn Its Adding 2 small numbers (to 10), one more and one less (to 10), halving and doubling (to 10) It's Nothing New Applying using meaningful contexts. Calculation Introduce how you write the calculation. Show how you could record. Numberblocks Series 2 Episode 4 – Nine Episode 5 – Ten Episode 7 – Blast off Episode 10 – The Three Threes Numberblocks Series 2 Episode 11 – Odd and Even Episode 12 - Fluffies Episode 14 - Numberblock Castle Episode 15 – Ten Green Bottles	WRM: Phase 7 To 20 and beyond! Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning WRM: Phase 8 First, then, now Adding More Taking Away Spatial Reasoning Numberblocks Series 3 CLIC: Counting Counting in order to 10 in ones, Counting back in ones from 10, Reading numbers to 10, Subitising, 1-1 correspondence, Cardinality, Missing numbers to 10, Counting in 2s, even and odd Learn Its Adding 2 small numbers (to 10), one more and one less (to 10), halving and doubling (to 10), sharing – equal groups It's Nothing New Applying using meaningful contexts. Calculation Introduce how you write the calculation. Show how you could record. Retrieval quiz at the end of CLIC – quizzing cubes 3 questions: 1 from today, 1 from previous Phase, 1 from last term. Odd one out - Reasoning	WRM: Phase 9 Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build Numberblocks Series 4 CLIC Counting Counting in order to 10 in ones, Counting back in ones from 10, Reading numbers to 10, Subitising, 1-1 correspondence, Cardinality, Missing numbers to 10, Counting in 2s, even and odd Learn Its Adding 2 small numbers (to 10), one more and one less (to 10), halving and doubling (to 10), sharing – equal groups It's Nothing New Applying using meaningful contexts. Calculation Introduce how you write the calculation. Show how you could record. Retrieval quiz at the end of CLIC – quizzing cubes 3 questions: 1 from today, 1 from previous Phase, 1 from last term. Odd one out - Reasoning

Continuous

Maths games, blank games boards, 5 frames, 10 frames, part/part/whole sheets, loose parts, magnetic numbers, number

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World PoS	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Themes throughout the year.	Growth and decay.					
	Seasons, seasonal change and weather.					
	Hibernation How they have changed What I want to be when I grow up Maps – where they live, local community Explore forest school – observations of natural world especially trees and leaves.	Nocturnal animals Space Who works when I'm asleep What I want to be when I grow up Shadows	Kings and Queens real and in stories. Old clothes, new clothes. Properties of materials. Sorting materials. What animals need to grow and survive.	Shadows. Types of animals. What plants need to grow and survive. Dinosaur shadows Dinosaur Island Volcanoes Bones and fossils	Shadows and Reflections. Properties of materials. Outside explorers Changes Parts of a plant Lifecycles Eco gardeners Minibeast homes	Animals and habitats. Floating and sinking. Freezing and melting. Journeys Our global community Animals around the world Camouflage

RECEPTION 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design PoS	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Self portrait - using different media Printing, leaf rubbing, watercolours – shades for leaves Oak National - All About Me Learn poem by heart.	Making a clay diva. Painting on foil - Starry Night Nativity play	Calypso Music Printing - making marks in paint and printing onto small pieces of paper. <small>Can put them together to make a large picture.</small> Printing with a variety of objects. <small>Can extend printing with glue and adding sparkles.</small> Wax resist. Building bridges Royal workshop	Develop drawing skills and explore line, including zigzags, spirals, straight lines and curvy lines. Develop primary colour mixing skills to explore secondary colours.	Explore environmental art building on skills to manipulate materials from Autumn 1 and explore properties of clay to make imprints using natural materials. Develop painting techniques around flowers and gardens. Artists: Monet, Kandinsky and Nolde. Drawing skills: represent human face from observation and memory (revisit from Autumn 1)	Art (Aboriginal or African) Transitional art Develop painting techniques, such as creating patterns, and explore traditional works of art to inspire their artwork. Create large scale weavings using fabrics and recycled materials. Revisit knowledge of primary colours and colour mixing. Explore a variety of media to create artwork.

RECEPTION 2021-2022

The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

Communication and Language

Listening, Attention and Understanding Children at the expected level of development will: - 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Physical Development

Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

RECEPTION 2021-2022

The ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.

Literacy

Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - 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.

Mathematics

Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World Children at the expected level of development will: - 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 their 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.

Expressive Arts and Design

Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.

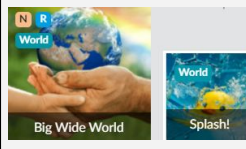
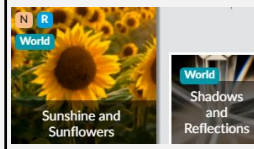
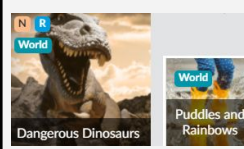
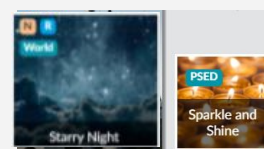
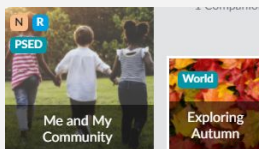
Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

RECEPTION 2021-2022

Understanding the World

Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Themes



Foundational skills: History

Explore family history and look at how they have changed since being babies.
Learn about the lives of people in the community and their role in society (e.g. emergency service workers).

Learn about people who work at night (building on from last half term).
Learn about significant historical figures and events (Neil Armstrong and first moon landing).

Introduce theme of the monarchy and royalty and find out about kings and queens in stories.
Compare life in the past with their lives by looking at artefacts (e.g. clothes, buildings).

Share stories and non-fiction books to learn about life in the past.

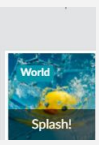
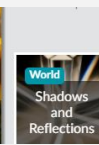
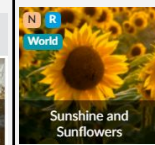
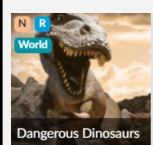
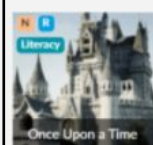
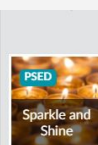
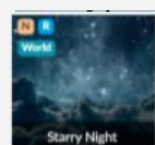
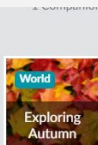
Learn about significant figures. (Charles Darwin/Sir David Attenborough).
Explore how life and transport were different in the past.
Continue to learn about their family history (from Autumn 1) and introduce concept of heritage.

RECEPTION 2021-2022

Understanding the World

Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Themes



Vocabulary

Covid 19
community
Keyworker

Vocab of time:
Yesterday, last week,
etc

describe
discuss
explain
photograph
video clip

compare
difference
similarity
castle
crown
king
prince
princess
queen
royal
different
now
past
present
similar
Then
clothes
painting
Portrait

Charles Darwin
artist
explorer
nature
scientist
travel
Sir David
Attenborough
conservation
history
naturalist
past

What it looks like in our classroom



Sharing photos of when they were younger. Talking about how they have changed in their appearance and what they can do.

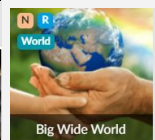
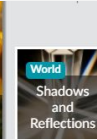
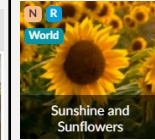
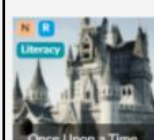
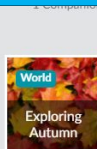
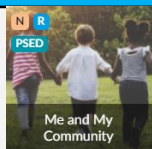
Answering questions from other children.

RECEPTION 2021-2022

Understanding the World

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Themes



Foundational skills:

Geography

Learn about communities and conduct fieldwork to explore the school environment. Learn to look after their immediate environment. Introduce to maps as pictorial representations of places and journeys. Make sketches of familiar routes and journeys. Fieldwork: Explore changes in Autumn and how these affect local environment, including typical Autumn weather.

Explore theme of celebration and begin to learn about how life in their country differs from countries around the world. Introduce globes and world maps to explore locations of places, including the UK. Fieldwork: observe how places appear during the daytime and night time.

Build on knowledge of maps from Autumn 1 by making maps to represent places and journeys in stories. Fieldwork: further develop knowledge of seasonal changes and how it affects local environment. Explore countries with cold climates and learn how habitats and wildlife differ worldwide.

Build on geographical knowledge of map making as they create imaginary dinosaur island maps. Build on knowledge of positional language to give directions for journeys. Fieldwork: how seasonal changes and weather in spring affect local environment.

Fieldwork: explore the features of new environments. Apply how weather affects the local environment to reflect on and describe seasonal changes over the year. Build on map making skills to make sketch maps depicting real journeys and places they have visited. Introduce digital maps - Google maps and satellite images of local area.

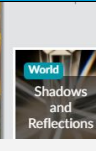
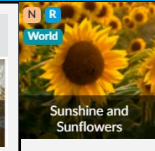
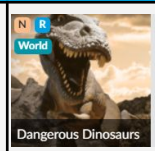
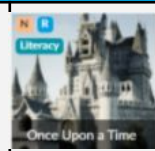
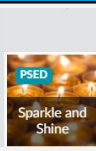
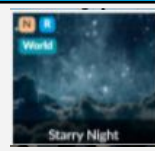
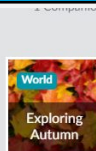
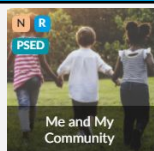
Explore world maps and globes and use Google earth to view places worldwide including UK. Make sketch maps to depict journeys and analyse maps and photos to learn about a contrasting environment to where they live, comparing similarities and differences between the two places. Build on knowledge of climates around the world (from Spring 1) and explore locations to find out how the weather, plants and animals are different. Develop knowledge of looking after their immediate environment (Autumn 1) and learn about importance of recycling and making the classroom environmentally friendly.

RECEPTION 2021-2022

Understanding the World

People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Themes



Vocabulary

Positional language (forwards, backwards, next to, in front of, behind, under).
building
bus
car
community
house
landmark
park
road
school
shop
street
explore
photograph
School community
walk

Country
Festival
Food
Difference
Tradition
Earth

Antarctic
Arctic
Mount Everest
North Pole
United Kingdom
blubber
cold
cold place
cold climate
feather
fur
globe
icy
mountain
snowy
weather
winter
world

island journey
location map
route trip
change chart
cloud cold cool
forecast hail sun
hot rain snow
rainbow season
shower sky sleet
symbol warm
weather wind
winter UK globe
raincoat
umbrella

journey
map
photographic map
route

2-D Grid
Journey Map
Online map
Path Road
Route compare
Different similar
Habitat environment
Antarctic Circle
Arctic Circle
West Africa animal
Climate desert
Environment
Equator forest grassland
habitat island lake
Locate Mountain
Ocean plant polar region
rainforest river savannah
sea swamp town valley
weather woodland
Positional language

What it looks like in our classroom: Geography



Making a large map and deciding what needs to go on it using knowledge of local area.



Extending small world as knowledge develops.



Making our own maps of our familiar route to school.



Creating small scale places, talking about the features of our local area.


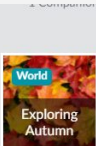
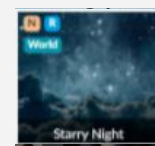

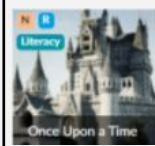









Creating a large scale map with roads and houses.

RECEPTION 2021-2022

Understanding the World

The Natural World Children at the expected level of development will: - 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 their 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.

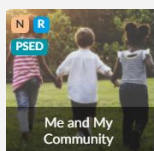
Themes	 	 	 	 	 	 
Foundational skills: Science	<p>Explore the natural world and find out about plants and animals in their local environment.</p> <p>Learn about the features of woodland animals and explore how wild animals differ from pets.</p> <p>Observe how plants change and explore growth and decay.</p> <p>Learn about the seasons, seasonal change and weather.</p>	<p>Build on knowledge of animals that live in their local environment from Exploring Autumn.</p> <p>Learn about nocturnal animals and their features.</p> <p>Explore reflective materials.</p> <p>Develop understanding of materials and properties by learning and using vocab: hard, soft, rough, smooth.</p> <p>Introduce phenomenon of shadows and identify how shadows are made, then make them bigger and smaller.</p>	<p>Introduce everyday materials and help story characters solve problems by exploring the properties of materials and sorting them into groups.</p> <p>Learn what animals need to grow and survive and how to care for the animals that live in their local environment.</p> <p>Further explore seasonal changes, including weather.</p> <p>Introduce processes of melting and freezing.</p>	<p>Revisit shadows and shadow-making.</p> <p>Introduce terms carnivore and herbivore when studying diets of animals.</p> <p>Explore and describe phenomenon of rainbows.</p> <p>Continue to learn about seasonal changes.</p> <p>Identify what plants need to grow and survive.</p> <p>Develop understanding of materials and properties from Sparkle and Shine to include waterproof materials.</p>	<p>Introduce features of plants and learn vocab including seed, leaf, stem, root, petal.</p> <p>Revisit what plants and animals need to grow and survive (Autumn 1 and Spring 2) by planting seeds and looking after insects in the environment.</p> <p>Learn about the features of insects.</p> <p>Build on knowledge of growth and decay as they make compost.</p> <p>Revisit light, shadows and reflections (Autumn 2).</p> <p>Introduce terms opaque and transparent as they test materials.</p> <p>Investigate the size and shape of shadows and how shadows change during the day.</p>	<p>Identify common features of animals, building on prior learning.</p> <p>Introduce term 'habitat' and explore habitats worldwide.</p> <p>Introduce floating and sinking.</p> <p>Describe, predict and investigate objects that float or sink.</p> <p>Develop scientific knowledge of freezing and melting (Spring 1)</p> <p>Develop understanding of plants by caring for the plants they grow.</p>

RECEPTION 2021-2022

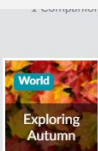
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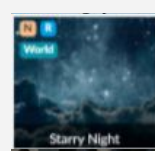
Themes



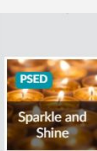
Me and My Community



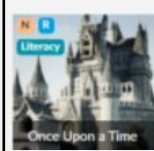
Exploring Autumn



Starry Night



Sparkle and Shine



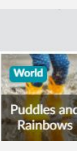
Once Upon a Time



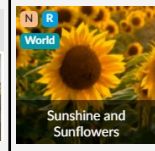
Winter Wonderland



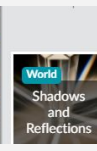
Dangerous Dinosaurs



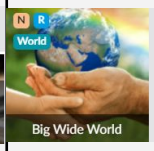
Puddles and Rainbows



Sunshine and Sunflowers



Shadows and Reflections



Big Wide World



Splash!

Vocabulary

dull light shiny
non-shiny reflect
sort
beak claw wing
night-vision
sense smell sniff
softest wildlife camera
nocturnal diurnal
mammal bat
moon sun dark night
day sky star

float freeze melt sink

hard
magnetic
material
soft waterproof

Fossil
Palaeontologist
Prehistoric creature
cold-blooded
fur hair
horn lizard
mammal plate
reptile scale
spike
warm-blooded

ant bee butterfly
caterpillar change
chrysalis egg grow
hatch insect
ladybird life cycle
pupa slug spider
woodlouse worm

afternoon block cast
change dark darker
disappear echo light
midday morning
opaque shade
shadow shape size
solid sun surface
transparent

animal beak bird
body claw different
ear eye feather
feature feet fur
habitat hair head
horn leg nose same
skin tail teeth tusk
whisker wing

drink grow hydrated
living things survive
water

container float
heavy light sink
water

fabric material
waterproof

What it looks like in our classroom

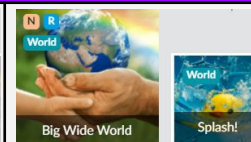
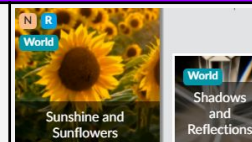
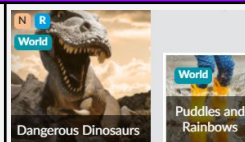
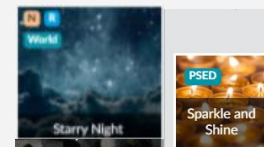
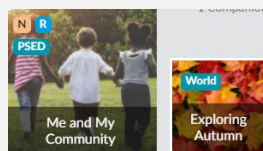


RECEPTION 2021-2022

Expressive Arts and Design

Creating with Materials Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.

Themes



Foundational skills:

Art and Design

Primary colours and colour mixing.
Explore how to manipulate dough to create shapes, learning techniques such as rolling.
Explore line and shape using drawing and mark making skills.
Explore threading.

Explore painting by mixing tints and shades and by using a range of tools, including brushes, toothbrushes, straws and spray bottles to create night sky paintings.

Explore how to cut, tear, fold and stick paper and fabric to create a shiny collage.

Explore how to cut, tear, fold and stick paper and fabric to create a collage artwork.

Explore environmental art and use ice and natural resources to create artwork.

Develop drawing skills and explore line, including zigzags, spirals, straight lines and curvy lines.

Develop primary mixing skills to explore secondary colours.



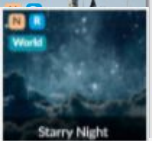









Explore seasonal environmental art.
Build on skills from me and My community and explore the properties of clay to make imprints using natural materials.
Continue to develop painting techniques around flowers and gardens.
Introduce to world of art by significant artists (Claude Monet, Wassily, Kandinsky, Emile Nolde).
Develop drawing skills to represent the human face from observation and memory.

Develop painting techniques, such as creating patterns, and explore traditional world of art to inspire their artwork. They also create large scale weavings using fabrics and recycled materials.
Develop painting techniques and knowledge of primary colours and colour mixing.
Explore a variety of media to create artwork.

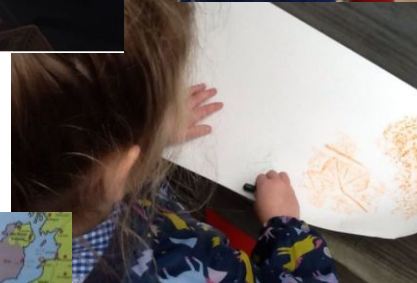
RECEPTION 2021-2022

Expressive Arts and Design

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Themes	 	 	 	 	 	 
<p>Foundational skills:</p> <p>Design And Technology</p>	<p>Use construction kits to create vehicles with wheels and axles.</p>	<p>Draw and label a design for a celebration light (DIVA lamp) before creating.</p> <p>Introduce seasonal food and follow a simple recipe with adult help.</p> <p>Develop design and technology skills to create cuddly pets using textiles.</p>	<p>Work collaboratively to create structures using various materials, including construction kits and upcycled materials.</p> <p>Share creations and talk about the resources, tools and techniques they used.</p> <p>Explore existing products to make puppet characters.</p>	<p>Create rain makers.</p>	<p>Explore existing products to inspire their designs for sun hats and crop protectors.</p> <p>Test, adapt and refine designs for sun catchers.</p>	<p>Create vehicles using a range of resources and construction kits.</p> <p>Develop experiences of following recipes from Sparkle and Shine by making tortilla pizza.</p>


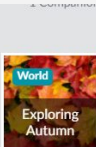
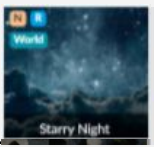
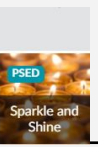

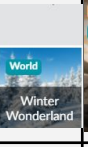





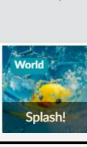
What it looks like in our classroom: Art and Design



RECEPTION 2021-2022

Expressive Arts and Design

Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Themes	 	 	 	 	 	 
Foundational skills: Music	<p>Explore and develop singing voice.</p> <p>Develop a strong sense of pulse.</p> <p>Introduce some learning around high and low sounds.</p> <p>Explore the beat in singing games.</p> <p>Share our favourite singing games with class.</p>	<p>Learning Christmas songs for a performance.</p>	<p>Calypso Music</p> <p>Gingerbread man songs (Out of the Ark)</p>			



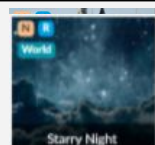

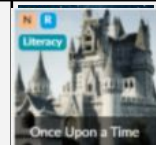

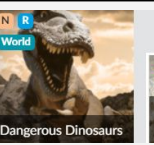

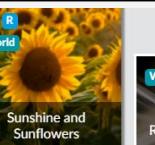

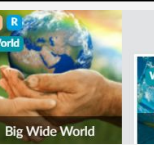

RECEPTION 2021-2022

Personal, Social and Emotional Development

Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

Themes	 	 	 	 	 	 
Foundational skills: PSED	<p>Children learn to see themselves as individuals and talk about themselves in positive terms.</p> <p>Explore rules and support them to work collaboratively and cooperatively.</p> <p>Learn about emotions and encourage to try new activities and look after basic hygiene needs.</p> <p>Identify trusted adults.</p> <p>Support to create positive relationships with adults and peers.</p>	<p>Explore the theme of celebration and consider the similarities and differences between cultural and religious communities.</p> <p>Build on knowledge of basic hygiene from Me and My Community, learning about the importance of good oral hygiene.</p>	<p>Build on skills from Me and My Community and play games that encourage sharing and taking turns.</p> <p>Develop understanding of emotions, exploring why story characters act the way they do and how they might be feeling.</p>	<p>Develop understanding of cooperation and sharing as they use the various small world play equipment.</p> <p>Build on knowledge of emotions from Me and My Community and Once Upon a Time as they select vocab and pictures to describe their own and other's feelings and begin to explore the relationship between colours and emotions.</p>	<p>Further develop knowledge of basic hygiene needs and learn about importance of sun safety.</p> <p>Build on knowledge of emotions from Me and my Community, Once Upon a Time and Puddles and Rainbows as they make faces to depict emotions.</p>	<p>Support to explore similarities and differences between people and cultures worldwide, building on learning about celebrations from Sparkle and Shine.</p> <p>Continue to develop knowledge of looking after their hygiene as they explore the importance of handwashing.</p>

What it looks like in our classroom: PSED

