







Reception Curriculum Plan 2024-2025

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/subject Links to curriculum (aims to focus on each term, subject to child led interest)	CELEBRATING SELF  <i>Starting school Myself, my feelings and my family Black History Month Rosh Hashanah European Languages day Harvest festival *Baseline</i>	OUT OF THIS WORLD  <i>Bonfire night Diwali, Anti-bullying week Children in need Alien's landing in the playground clip Christmas</i>	WHERE DO YOU CALL HOME?  <i>Bird week Visit to the supermarket/church/ park Walk around the local area</i>	TELL ME A STORY  <i>Holi festival Eid al-Fitr Mothers' day World book day Neurodiversity week Living eggs Pancake Day Downsyndrome day</i>	NATURE EXPLORER  <i>Growing Healthy eating Visit the school pond Frogspawn - observation in class Visit from Lion learners to handle mini beasts National Smile month</i>	JOURNEY'S AND EXPLORATION  <i>Fathers' Day Eid al-Adha Holidays (past and present) Pride day Sports day Road safety week</i>
Prime Areas - Ongoing throughout the year						
Personal, Social and Emotional Development	As children enter Reception, they learn new routines and rules and develop an understanding of what is expected of them in school. These expectations are continuously promoted through whole group carpet sessions and smaller group activities as needed. PSED activities are promoted every day in Reception by allowing children to choose and explore all areas available and play and work alongside other children, using the available resources to expand their play further. Through these activities, children will learn how to share and play with others, accepting there may be differences of opinions and with adult support and intervention when needed, children will learn how to solve conflicts with others. Children are constantly encouraged to talk about how they are feeling and think about what they can do to help with these feelings and begin to recognise how others are feeling. Self-care eg healthy eating is promoted through a suitable choice of snack food and drink The children are taught how to independently wash their hands and take care of their toileting needs.					
PSCHE lessons	Being me in my world -Self identity -Understanding feelings -Being in a classroom -Being gentle -Rights and Responsibilities	Celebrating differences -Identifying talents -Being special -Families -Where we live -Making friends -Standing up for yourself Introduce Zones of Regulation	Dreams and goals -Challenges -Perseverance -Goal- setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals	Healthy me -Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety Continue to support children's changing	Relationships -Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend	Changing me -Bodies -Respecting my body -Growing up -Growth and change -Fun and fears -Celebrations

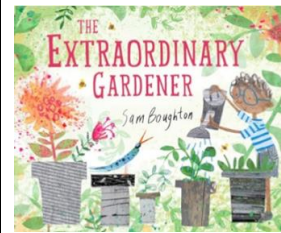
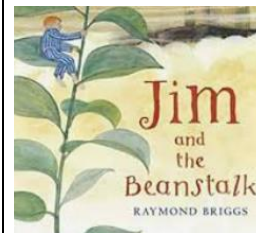
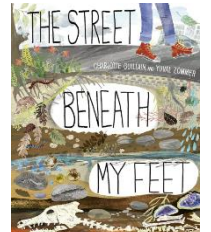
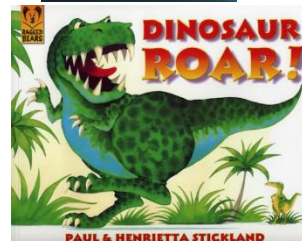
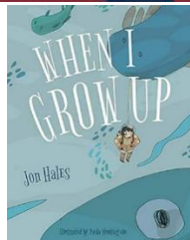
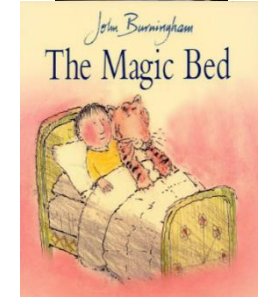
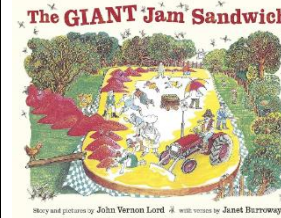
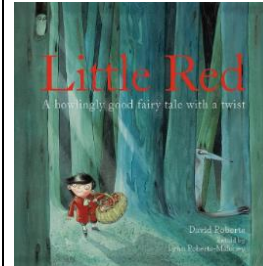
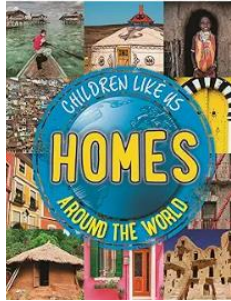
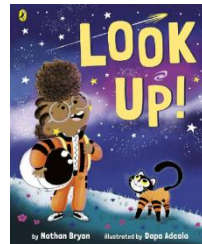
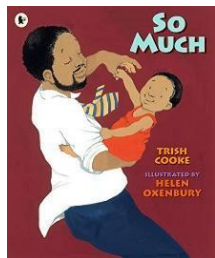
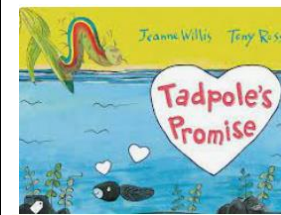
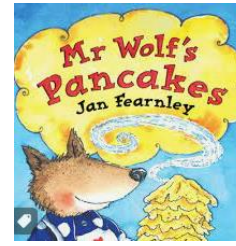
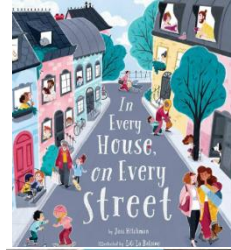
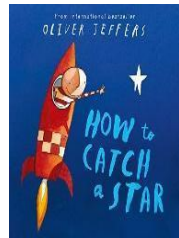
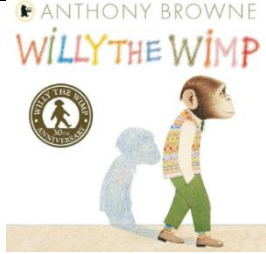
	<p>Begin to establish relationships with adults and peers.</p> <p>Learn to follow new routines.</p> <p>Communicate with adults and peers how they feel.</p> <p>Take responsibility for themselves: tidying up, going to the toilet, putting on their coat.</p> <p>Create class rules</p> <p>Introduce tidy up police</p> <p>Use social stories to model how to use classroom and outside provision-looking after resources</p>	<p>Discuss strategies to manage fear or excitement.</p> <p>Continue to develop and embed new routines and relationships formed in Autumn 1</p> <p>Take responsibility for their own actions – telling the truth</p> <p>Talk about self-help techniques</p> <p>Develop friendships and teach children how to be supportive and respectful of one another</p> <p>Provide children with opportunities to talk about how they have overcome challenges</p> <p>Read Topsy and Tim help a friend and celebrate friendship Friday during anti-bullying week</p>	<p>Reinforce zones of regulation</p> <p>Develop vocabulary to describe emotions</p> <p>Children share photos of their routines at home</p> <p>Continue to support children’s changing relationships and dynamics within friendships.</p> <p>Discuss why we need to take turns, tidy up after ourselves whilst embedding new routines – revisit provision area social stories.</p> <p>Learn ways to stay safe using technology- book clicking chicken</p>	<p>relationships and dynamics within friendships.</p> <p>Consider how our behaviour effects the way our friends feel and how this can impact our friendships.</p> <p>Develop an awareness of wider school life and how we can build relationships with others</p> <p>Talk about how to keep ourselves healthy</p>	<p>Discuss ways to manage fear or excitement.</p> <p>Consider what in this world we need to care for and how we can look after our planet. Set up Bug Hotels and create new habitats for the wildlife around us</p> <p>Help children to use strategies for staying calm when frustrated e.g. breathing deeply, finding a quiet space and counting to 10</p> <p>National Smile Month- Oral Health workshop; talk about other ways to keep our body healthy.</p>	<p>Take part in new experiences; Sport’s Day, Transition Week</p> <p>Share ideas to manage fear, excitements and other emotions.</p> <p>Winning and/or losing; support children to manage their emotions.</p> <p>Show resilience and perseverance if things don’t go their way.</p> <p>Transition in to year 1; support children to understand how they feel about this experience.</p> <p>Maintaining and extending relationships with new adults</p>
	<p>Communication and Language</p>	<p>In Reception, we promote a language rich environment through quality interactions between the children and adults. Adults interact with children, modelling using longer, clear sentences, encouraging the correct pronunciation and developing a greater awareness of conversational conventions. Children are encouraged to start conversations with others and take turns, using this in their play as well, and develop a greater range of vocabulary. They will learn to understand and follow more complex, 2-part instructions and be able to answer ‘why questions with greater accuracy and understanding. Through regular sharing of familiar books and songs, children will be able to recall stories with greater accuracy and join in with familiar phrases. In Reception, a cycle of books and songs will be used on a half termly basis.</p>				
	<p>The children will: Roleplay in a group, retelling familiar stories.</p>	<p>Develop key vocabulary through provision, routines and carefully selected stories.</p>	<p>Continue to develop key vocabulary through provision, routines and</p>	<p>Continue to and embed key vocabulary through provision, routines and carefully selected stories</p>	<p>Describe to a friend the changes that take place during plant and frog life cycles.</p>	<p>Listen carefully to children’s and adult’s experiences of Eid.</p>

	<p>Talk about their likes and dislikes.</p> <p>Talk about who lives at their house, who is in their immediate and extended family.</p> <p>Talk about things they like to do with their family.</p> <p>Begin to understand and respond to 'What?' and 'Why?' questions</p> <p>Sharing their news with other children and groups eg through dojo portfolios</p> <p>Sharing facts about themselves and their opinions</p> <p>Sequencing simple stories</p> <p>Introduce Poetry Basket to develop awareness of rhyme</p>	<p>Listen and respond to stories; with a focus around sequencing, prediction (through 1:1 and whole class story sessions).</p> <p>Talk about and share celebrations familiar to the children, taking part in discussions whilst remembering the importance to listen carefully.</p> <p>Describe events (Diwali, Bonfire Night etc) using stories, videos and personal experiences.</p> <p>Listen to and engage in and talk about non-fiction texts</p> <p>Order and recite days of the week</p> <p>Share dojo portfolios from home and allow children to share in their own words what has been uploaded.</p>	<p>carefully selected stories.</p> <p>Develop and promote the ability to ask how and why questions.</p> <p>Introduce weekly word studies.</p> <p>Listen and respond to stories; encouraging children to join in with repeated refrains.</p> <p>Talk about and describe experiences of British bird life sentence stems to develop sentence structure.</p> <p>Listen to and talk about the past using stories, images and videos to promote an understanding</p> <p>Talk about experiences of our trips to local shops/parks</p>	<p>Give oral instructions for how to make pancakes.</p> <p>Explain how to look after a chick</p> <p>Order and recite months of the year</p> <p>Continue to learn, embed and recite rhyme using Poetry Basket</p> <p>Develop children's story language further using Drawing Club</p> <p>Form and discuss opinions which might be different to others, whilst learning how to tolerate differing views</p> <p>Share dojo portfolios from home and allow children to share in their own words what has been uploaded.</p>	<p>Verbally say rhyming strings</p> <p>Use adjectives to describe minibeast experiences during the lion learners visit</p> <p>Use taste and texture vocabulary to describe difference fruits and vegetables thy have taste tested.</p> <p>Observe and discuss different habitats using sentence stems and structures to articulate their understanding</p> <p>Describe how to make fruit kebabs.</p> <p>Talk about similarities and differences of contrasting environments</p>	<p>Continue to and embed key vocabulary through provision, routines and carefully selected stories.</p> <p>Talk about experiences they've had this year.</p> <p>Share feelings of what they anticipate for Year 1.</p> <p>Listen to each other's feelings about transition, respond appropriately and kindly to each other.</p> <p>Ask and answer questions about changes they are encountering and observe around them</p> <p>Present ideas on how to stay safe near roads Talk about similarities and differences from the past:using conjunctions 'because' and 'so' to encourage children to further explain their thoughts</p>
	<p>Topic Vocabulary: Unique, genes, inherit, siblings, family, hobby, young, old, memory, baby, toddler, child, adult, self-portrait, senses, sight, smell, aroma, taste, sour, sweet, salty, touch,</p>	<p>Topic Vocabulary: Planet, earth, moon, star, sun, solar system, astronaut, launch, shuttle, asteroid, galaxy, alien, gravity, environment, dinosaur, reptile, extinct, prehistoric, herbivore,</p>	<p>Topic Vocabulary: Location, map, globe, street, road, journey, next to, above, under, over, building, house, bungalow, semi-detached, address, Leeds, city, England,</p>	<p>Topic Vocabulary: Neurodiverse, down syndrome, Recipe, ingredients, instruction, healthy, unhealthy, diet, exercise, wheat, flour, grain, chicken, chick, egg, fruit, vegetable, story, fiction, traditional</p>	<p>Topic Vocabulary: Insect, Invertebrate, spider, snail, slug, wasp, worm, beetle, plant, seed, root, leaf, flower, nutrient, soil, water, weed, garden, compost, frog, frogspawn, froglet,</p>	<p>Topic Vocabulary: Force, Push, Pull, Press, Suck, Swing, Transport, Vehicle, Past, Present, explore, adventure, holiday, passport, luggage, postcard, airport, travel, suitcase,</p>

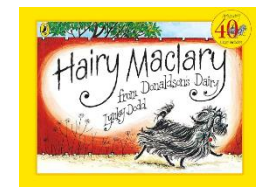
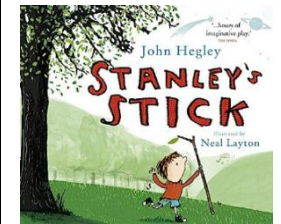
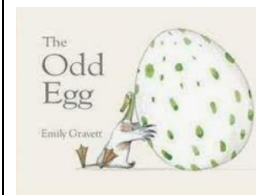
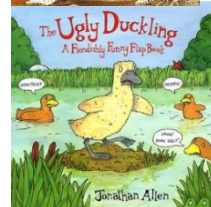
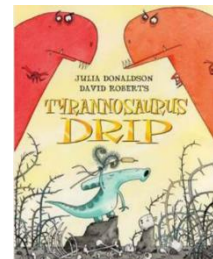
	smooth, rough, culture, religion, phoneme, grapheme, segment, blend	carnivore, fossil, scales, ferocious, predator	country, ocean, community, solid, liquid, metal, wood, change, melt, freeze	tale, villain, hero, character	reproduce, lillypad, float, sink, pond, force, living	direction, navigate, modern, long ago
Physical Development	<p>In Reception, the children have access to an extensive outdoor area which consists of a climbing frame and wall, sandpit, water area and mud kitchen. In the outdoor area, children are encouraged to challenge their gross motor skills in whatever activity they choose. During PE children are encouraged to develop these skills through rolling, crawling, spinning, waving, skipping, balancing etc and the creation of different combinations of movements. Children will work collaboratively with others when moving larger objects such as planks, bricks and other larger objects. Children can develop their fine motor skills through drawing, painting, cutting, threading and other similar activities in the many areas of provision in Reception. They will develop their control of one-handed tools and equipment, showing a preference for their dominant hand and using a comfortable grip. They will develop their fine motor skills using zips and other fasteners and will grow in independence when changing shoes and coats.</p>					
	<p>PE focus- Gymnastics Stretches Balances Different ways to move Landing safely Using equipment safely</p> <p>Yoga and meditation - ongoing through year</p> <p>Fine Motor - Explore a range of mark making tools to support range of pencil grasp, such as, paintbrushes, cutlery, cutters, pencils and so on.</p> <p>Being Independent with Care and Health - Learn sequences of the day including care routines in our families and homes. Talk about food that we eat in school and with our families, is it healthy or unhealthy?</p>	<p>PE focus- Dance Unison dancing Drama based dance linked to Diwali; the circus; superheroes.</p> <p>Fine Motor - Use a range of mark making tools provided to support range of pencil grasp.</p> <p>Being Independent with Care and Health - Confidently make a lunch choice. Redress after toileting.</p>	<p>PE focus- Ball skills Throwing and catching large balls. Throwing and catching beanbags. Throwing and catching small balls. Target throwing. Controlling a ball with my feet.</p> <p>Fine Motor - Form most letters correctly using a quadrupod and tripod pencil grip. Show good posture when sitting to eat or write.</p> <p>Being Independent with Care and Health - Be clean and dry throughout the day, select aprons and change wet clothes independently. Talk about safety with road crossing in the community and practise this on community walks.</p>	<p>PE focus- Cooperation and team sports Partner work Small group work Sportsmanship</p> <p>Fine Motor - Continue to form most letters correctly using a quadrupod and tripod pencil grip. Confidently use good posture when sitting to write. Use a range of tools accurately (scissors/ hole punchers)</p> <p>Being Independent with Care and Health - Continue to choose new food and tastes at lunchtime. Be clean and dry throughout the day, select aprons and change wet clothes independently.</p>	<p>PE focus- Multi skills - running and jumping, athletics</p> <p>Fine Motor - Form all letters correctly and efficiently. Use an effective pencil grip such as tripod or dynamic. Show excellent posture for sitting at a table. Use a range of tools competently and for a purpose, including tools for pointillism, hole punch, split pins. Sew simple stitches and use simple weaving techniques.</p> <p>Being Independent with Care and Health - Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>	<p>PE focus- Sports day practise Jumping Target throwing Sack race Egg and spoon Penalty shootouts Relay races</p> <p>Fine Motor - Form all letters correctly and efficiently. Use an effective pencil grip such as tripod or dynamic. Show excellent posture for sitting and a table. Use a range of tools competently and for a purpose.</p> <p>Being Independent with Care and Health - Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>

Specific Areas

Literacy In Reception, we use a range of texts as a stimulus for our topics, which often link to our reading and writing activities. The key texts consist of many popular and traditional children's stories as well as a range of books from our Weetwood reading spine. Over the year, we focus on other texts that link to the children's interests and these will act as a stimulus throughout our learning



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



Reading Skills
Study the front cover of a book and make predictions. Make comments about characters and events.

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	<p>Summarise orally what happened in the story Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own first hand experiences. Basic retrieval – find the answer in the text. Non-fiction books – their uses and features.</p> <p>Spelling Identify the initial letter sound in words Orally blend and segment words Use grapheme/phoneme correspondences (GPCs) in conjunction with segmenting skills to begin to spell words Spell high frequency words and common exception words within FFT.</p> <p>Grammar and Punctuation Construct simple sentences orally by combining words. Join words and joining clauses orally using 'and'. Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes). Capital letters for own name and family members. Separation</p>	<p>Summarise orally what happened in the story Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own first hand experiences. Basic retrieval – find the answer in the text. Non-fiction books – their uses and features.</p> <p>Spelling Identify the initial letter sound in words Orally blend and segment words Use grapheme/phoneme correspondences (GPCs) in conjunction with segmenting skills to begin to write words using a range of resources including letter cards, magnetic letters and writing implements.</p> <p>Grammar and Punctuation Construct simple sentences orally by combining words Join words and joining clauses orally using 'and' Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name and family members Separation of words with spaces. Begin to explore use of</p>	<p>Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand). Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own first hand experiences. Basic retrieval – finding the answer in the text. Recap the story including characters and main events using a 'story hand'. Non-fiction books – their uses and features. Begin to make simple inferences related to the text.</p> <p>Spelling Identify the initial letter sound in words Blend and segment words whole words Use grapheme/phoneme correspondences in conjunction with segmenting skills to begin to write words. Blend to read and segment to write CVC words using Phase 2 and Phase 3 GPCs.</p>	<p>characters and storyline throughout the text Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand) Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own firsthand experiences. Recap the story including characters and main events using the 'Comprehension Hand'. Answer true or false questions about the text. Study an illustration/freeze frame and saying 'What happens next?' Answer 'Who am I?' questions</p> <p>Spelling Use grapheme/phoneme correspondences in conjunction with segmenting skills to write words</p> <p>Grammar and Punctuation Write sentences and more complex sentences by combining words.</p>	<p>characters and storyline throughout the text. Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand). Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own firsthand experiences. Recap the story including characters and main events using the 'Comprehension Hand'. Answer true or false questions about the text. Study an illustration/freeze frame and saying 'What happens next?' Answer 'Who am I?' questions</p> <p>Spelling Use grapheme/phoneme correspondences in conjunction with segmenting skills to write words.</p> <p>Grammar and Punctuation Write more complex sentences by combining words. Re-read what has been</p>	<p>characters and storyline throughout the text. Summarise orally what happened in the story in five steps including characters, setting, what happens first, problem, resolution (story hand). Ask 'I wonder...' questions in response to illustrations, events in the story, etc. Link the text to their own firsthand experiences. Recap the story including characters and main events using the 'Comprehension Hand'. Answer true or false questions about the text. Study an illustration/freeze frame and saying 'What happens next?' Answer 'Who am I?' questions</p> <p>Spelling Using grapheme/phoneme correspondences in conjunction with segmenting skills to write sentences</p> <p>Grammar and Punctuation Write more complex sentences by combining words. Re-read what has been written to check that it makes sense and to self-assess</p>
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	<p>of marks with finger stops</p> <p>Writing Genres and Purposes</p> <p>Genre Name writing Writing initial sounds</p> <p>Purpose Writing name labels for models</p> <p>Genre Invitation</p> <p>Purpose Write invitations to the harvest assembly</p> <p>Genre List writing</p> <p>Purpose Writing shopping lists/party lists</p> <p>Genre Identifying and writing simple rhyming strings eg cat/bat/mat</p> <p>Purpose Rhyming strings to model to frog how cat identifies where different animals can sit (Oi Frog)</p> <p>Drawing pictures and explaining what they have drawn</p>	<p>capital letters and full stops to demarcate sentences</p> <p>Writing Genres and Purposes</p> <p>Genres Labelling</p> <p>Purpose Creating all about me posters so that classmates can get to know you better</p> <p>Genre Advert</p> <p>Purpose Flyers advertising a meteor shower/comet</p> <p>Genre Lists</p> <p>Purpose Writing a Christmas list to send to Santa.</p> <p>Genre Thought bubbles</p> <p>Purpose Showing characters thoughts and feelings</p> <p>Genre Descriptive writing</p> <p>Purpose Watch out posters to help spot dinosaurs</p>	<p>Grammar and Punctuation Construct and write captions and simple sentences by combining words Join words and join clauses in writing using 'and' and 'because'</p> <p>Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Capital letters for own name, family members and at the start of each sentence</p> <p>Separation of words with spaces. Develop consistent use of capital letters and full stops to demarcate sentences.</p> <p>Writing Genres and Purposes</p> <p>Genre Labels</p> <p>Purpose Labelling a local map or parts of my house for a child who is new to this country and cannot yet speak English</p> <p>Genre Captions</p> <p>Purpose Guide book of the local area</p>	<p>Re-read what has been written to check that it makes sense and to self-assess punctuation. Write regular noun plural suffixes (e.g. dog, dogs; wish, wishes) Join words and join clauses in writing using 'and' and 'because'</p> <p>Capital letters for own name, family members and at the start of each sentence. Separation of words with spaces</p> <p>Developing consistent use of capital letters and full stops to demarcate sentences.</p> <p>Writing Genres and Purposes</p> <p>Genre Advert</p> <p>Purpose Ginger beer advert to persuade the Wolf to stop eating people</p> <p>Genre Non fiction report</p> <p>Purpose Egg spotters guide</p> <p>Genre Instructions</p> <p>Purpose Writing instructions for making pancakes.</p>	<p>written, to check that it makes sense and to self-assess punctuation. Join words and join clauses in writing using 'and'. Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes). Use a conjunction in writing. Separation of words with spaces</p> <p>Consistent use of capital letters and full stops to demarcate sentences.</p> <p>Writing Genres and Purposes</p> <p>Genre Explanations</p> <p>Purpose Simple explanations of life cycles</p> <p>Genre Report</p> <p>Purpose Mini beast fact file</p> <p>Genre Instructions</p> <p>Purpose Instructions for Mr Clarkson for how to care for the plants in the classroom during the holidays</p> <p>Genre Descriptive writing</p> <p>Purpose</p>	<p>punctuation. Regularly use conjunctions in writing. Orally use regular noun plural suffixes (e.g. dog, dogs; wish, wishes). Capital letters for own name, surname, friends and family members. Separation of words with spaces. Consistency in capital letters, full stops or question marks to demarcate sentences.</p> <p>Writing Genres and Purposes</p> <p>Genre Poster</p> <p>Purpose Wanted poster to catch the naughty bus</p> <p>Genre Descriptive writing</p> <p>Purpose Description of a magical piece of furniture to sell</p> <p>Genre Story writing</p> <p>Purpose Draw a story map based on we're going on a bear hunt to be sold to a computer game company</p> <p>Genre Letter writing</p>
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	Scarf/lightsaber/ wand writing to promote letter formation	Genre Letter/card writing Purpose Writing Christmas cards to family and friends	Genre Character description Purpose Write a missing poster for the ugly ducking	Mother's day and Easter cards	Write a descriptive label to attach to your stick describing it's magical powers	Purpose Letters to a family member describing events from our trip to this green moon Fathers Day cards
Phonics	We use a scheme called FFT Success for All Phonics which is Systematic Synthetic Phonics (SSP) programme aligned to Letters and Sounds (2007). Success for All Phonics is divided into 68 Steps, each lasting one week, with opportunities for regular review and consolidation of learning. Each Step has a corresponding GPC(s) and a fully decodable Shared Reader book that the children will read. In the first term of Reception, children learn 3-4 GPCs per Step until vowel digraphs are introduced during Step 13, at which point they learn one GPC per week. For the first 12 Steps of the programme, the Shared Readers contain the previous week's GPCs. Starting in Step 13, the Shared Readers include the focus GPC for the week. The Shared Readers include a range of genres that will appeal to all readers by including familiar characters, settings and topics relevant to children of all ages. Progression is built-in throughout the programme with an increase in the level of challenge in the skills taught in each phase. The lessons follow a review, teach, practise and apply cycle with regular opportunities for review and consolidation at a pace that ensures your children keep up. Where children need additional support there are a range of strategies to support them.					
	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r Tricky words:	h, b, f, ff, l, ll, ss, j, v, w, x, y, z Tricky words: the I he she is to go of as we are you into be me his	zz, qu, ch, sh, th, ng, ai, Tricky words: no so has do her my by	ee, igh, oa, oo/oo, ar Tricky words: ask* our says they said was were put all there like	or, ur, ow, oi, ear Tricky words: here where today when what come some push pull friend school out	air, ure, er Tricky words: one once your love house full little
Maths	Maths in Reception is kept interactive and practical. We focus on counting, addition, subtraction, halving, sharing and doubling as well as shape, space and measure. Children in Reception develop maths knowledge through taught sessions, planned activities and throughout the provision. We encourage children to apply their maths skills throughout their play and we will observe the children in their favoured areas, enhancing the provision to suit the interests of the children. The maths curriculum is split into two strands 'number' and 'numerical patterns', Throughout the year, we teach different strands of the mathematical curriculum regularly to ensure that children have a vast knowledge of all areas and are on track to meet the early learning goals by the end of Reception.					
	Counting forwards and backwards to 5 and 10 Number rhymes Introducing numicon Matching objects Matching pictures and objects	Identifying and naming circles and triangles Comparing circles and triangles Recognising Shapes in the environment Describing position Find 4 and 5	Introducing 0 Representing 0 – 5 Subitising 0 – 5 Conceptual subitising to 5 Comparing mass and capacity	Exploring and comparing length and height Talking about, ordering and sequencing time Comparing numbers to 10 Representing 9 and 10	Building numbers beyond 10 (10 -20) Continuing patterns beyond 10 (10-20) Verbal counting beyond 20 Verbal counting patterns	Sharing Exploring grouping Grouping Even and odd sharing Playing with and build doubles Identify units of repeating patterns

	<p>Identifying a set</p> <p>Sorting objects to a type</p> <p>Explore sorting techniques</p> <p>Creating sorting rules</p> <p>Comparing amounts</p> <p>Comparing size</p> <p>Comparing mass</p> <p>Comparing capacity</p> <p>Exploring simple patterns</p> <p>Copying and continue simple patterns</p> <p>Creating simple patterns</p> <p>Subitising 1, 2 and 3</p> <p>Representing 1, 2 and 3</p> <p>1 more and 1 less</p> <p>Composition of 1, 2 and 3</p>	<p>Subitising 4 and 5</p> <p>Representing 4 and 5</p> <p>1 more and 1 less to 5</p> <p>Composition of numbers 1-5</p> <p>Identifying and naming shapes with 4 sides</p> <p>Combining shapes with 4 sides</p> <p>Ordering daily routines</p> <p>Days of the week</p> <p>Months of the year</p> <p>Seasons</p>	<p>Finding a balance using scales</p> <p>Finding 6, 7 and 8</p> <p>Representing 6, 7 and 8</p> <p>1 more and 1 less to 8</p> <p>Composition of 6, 7 and 8</p> <p>Making pairs-odd and even</p> <p>Doubling to 8 (find and make a double)</p> <p>Combining 2 groups</p> <p>Conceptual subitising</p>	<p>Conceptual subitising to 10</p> <p>1 more and 1 less to 10</p> <p>Composition of numbers to 10</p> <p>Number Bonds to 10</p> <p>Making arrangements of 10</p> <p>Doubling to 10 (find and make doubles)</p> <p>Explore even and odd</p> <p>Recognise and name 3-D shapes</p> <p>Finding 2-D shapes within 3-D shapes</p> <p>Using 3-D shapes for tasks and finding them within the environment</p> <p>Identifying complex patterns</p> <p>Copying and continuing patterns</p>	<p>Adding and taking away</p> <p>Selecting shapes for a purpose</p> <p>Rotating shapes</p> <p>Manipulating shapes</p> <p>Explaining shape arrangements</p> <p>Composing and decomposing shapes</p> <p>Copying 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p>	<p>Replicating and building scenes and constructions</p> <p>Visualising from different positions</p> <p>Describing positions</p> <p>Giving instructions to build</p> <p>Exploring mapping</p> <p>Representing maps with models</p> <p>Creating own maps from familiar places</p> <p>Creating own maps and plans from story situations</p>
<p>Understanding of the world</p>	<p>Ongoing – Daily routine of observations of weather, seasons & cycle of week days, celebrations of birthdays and other significant occasions for individuals.</p> <p>Regular access to the Forest Area – exploring and using the natural environment</p>					
	<p>Identify and name members of their immediate and extended family, commenting on photos; naming who they can see and what relation they are to them.</p>	<p>Celebrate Neil Armstrong and Mae Jemison and their contribution to science.</p> <p>Learn about Robert Goddard who built the first rocket.</p>	<p>Explore different weather types and different country climates.</p> <p>Explore melting and freezing.</p>	<p>Science week focus</p> <p>Observe and discuss the changes which take place when making pancakes.</p> <p>Learn about different ingredients for</p>	<p>Explain what a plant is and what it needs to live</p> <p>Describe the features of a living thing.</p> <p>Know the difference between a living and non living thing.</p>	<p>Comparing holidays now and in the past.</p> <p>Investigate a range of different types of transport</p> <p>Learn about transport now and in the past</p>

	<p>Share what they do with their family and places they have been with their family.</p> <p>Compare similarities and differences between other families.</p> <p>Compare physical differences between themselves and others.</p> <p>Explore senses: sight, sound, smell and touch</p> <p>Learn about different parts of the body and their function.</p> <p>Compare photos of them now and in the past. How have they changed and developed?</p> <p>Name and describe other people who are familiar to them and in our community</p> <p>Read fictional stories about families and begin to understand the difference between fact and fiction.</p> <p>Recognise that people can have other beliefs and celebrate special times.</p> <p>European languages day – identifying different countries on a map</p>	<p>Introduce children to NASA and America, locating them on a map.</p> <p>Discuss how people's actions influence the future.</p> <p>Talk about similarities and differences of two planets and identify how far planets are from the sun.</p> <p>Recognise and discuss how the moon differs from the environment we live in.</p> <p>Learn about rockets and why they are important.</p> <p>React to seasonal/weather changes e.g. snow, ice.</p> <p>Name different dinosaurs and explain the differences between them.</p> <p>Understand the type of skin dinosaurs had and compare it to creatures that live today.</p> <p>Classify things into categories eg living/dead/never alive.</p> <p>Identify some of the ways in which we find out about the past eg fossils</p> <p>Learn about how fossils are formed.</p>	<p>Compare homes in different countries – use google Earth</p> <p>Explain what a home needs to work</p> <p>Understand which materials are need to build a home</p> <p>Explain the difference between different types of homes</p> <p>Explore materials properties. Which materials will protect Ted from the rain? Which materials will keep him warm etc</p> <p>Identify important people in our community and discuss different occupations and who can help us.</p> <p>Get to know our local environment and community, including places of worship and places important to us including local shops, homes of family and friends.</p> <p>Look at how the local area has changed over the years.</p> <p>Explore maps and photographs of school,</p>	<p>pancakes and where they originate from.</p> <p>Learn about diet and how to stay healthy.</p> <p>Know the difference between healthy and unhealthy foods.</p> <p>Learn about the life cycle of a chicken and name parts of a chicken</p> <p>Read and discuss the Easter story.</p> <p>International Women's Day -inspirational women in science eg Jane Goodall</p> <p>Use Chrome books to take pictures of different types of eggs</p>	<p>Explain the life cycle of a plant.</p> <p>Label key features of a plant</p> <p>Understand which creatures are insects and invertebrates</p> <p>Name and draw parts of an insect</p> <p>Observe insects and invertebrates closely in their environment.</p> <p>Learn about the life cycle of a frog</p> <p>Opportunities for investigation: Floating/ sinking eg lily pad/stone</p> <p>Describe how to care for teeth – National smile month and oral health workshop</p> <p>Use voice recorders to explain scientific findings.</p>	<p>Describe what happens when pushes and pulls oppose each other</p> <p>Suggest examples of pushes and pulls</p> <p>Identify if an action is a push or a pull</p> <p>Explore cultures/communities through religious events.</p> <p>Compare different holiday destinations around the world.</p> <p>Program beebots to reach a desired destination</p>
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	Learn about important figures from the past – black history month	Learn how hindu's celebrate diwali Read the Christmas story	home, walk to school and local area. Know where they live and parts of their address, naming places and place names. Bird week – Identifying and naming birds. Describing features of birds and their habitats and knowing the types of food birds like to feed on.			
Expressive Art and Design	In Reception, children will have daily access to Role Play opportunities through the Home Corner, small world sets and larger construction sets. They will be encouraged to use their imagination to create their own stories and settings and use the equipment as they see fit. Daily singing sessions focussing will take place.					
	Shared drawing lesson – how to draw a person Line drawing self portraits using black fine line felt tips Painted self-portraits identifying features and using colour appropriately Paint colour mixing Explore the creation station and how to use tools and resources to create a desired effect Harvest seed collages	Shared drawing lesson – how to draw a dinosaur Chalk galaxy drawings with chalk on black sugar paper Making rockets using junk modelling-joining materials using PVA and masking tape Balloon planet printing Making alien slime Drawing around dinosaur stencils Dinosaur sun silhouettes Christmas performance-singing/acting	Shared drawing lesson – how to draw a house Observational drawings of birds Hanging bird craft focusing on cutting skills and using the hole puncher Mixed Media Cut, tear and stick mixed media to create a collage of the Leeds skyline. Study the artist Gail Bartel. Wax resist Chinese symbols	Shared drawing lesson – how to draw a wolf/duck Repeated patterns on eggs (link with maths) Mother's Day card craft Fairtrade banana split Easter cards Chocolate crispy nests Observational water colour flower painting Make pancakes Holi powder paint explosion pictures	Shred drawing lesson – how to draw a snail/bee Salad spinner snails Paper curling snails Caterpillar/butterfly lifecycle mining Making bug houses Fruit and vegetable printing Leaf printing Hole punch leaf necklaces Designing and making sandwiches	Shared drawing lesson – how to draw a car/bus Line drawing self portraits using black fine line felt tips – to compare to the beginning of the year Fathers days cards Eid mobiles Junk modelling buses/vehicles Sand collages Pebbles painting Playdough mermaids

	<p>The big draw (whole school initiative)</p> <p>Instant natural sculptures – andy goldsworthy</p> <p>Black history month tribal necklaces</p> <p>Learn about Alma Thomas during Black history month</p> <p>Use mini me's within small world</p> <p>Roleplay – Home corner</p>	<p>Rangoli patterns</p> <p>Christmas cards</p> <p>Salt dough Christmas decorations</p> <p>Printing wrapping paper</p> <p>Roleplay – space tent/rocket and then post office before Christmas</p>	<p>Chinese new year lamps – focussing on cutting skills</p> <p>Making DT bird boxes and binoculars using junk modelling</p> <p>Map drawing and staining</p> <p>Printing with lego and duplo to create buildings</p> <p>Roleplay - Doctors</p>	<p>Roleplay – Grocery shop</p>	<p>Fruit kebabs</p> <p>Concertina frog leg models</p> <p>Roleplay - vets</p>	<p>Split pin dogs</p> <p>Wax resist ocean scenes</p> <p>Roleplay - Airport</p>
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