



		RECEPTION					
		AUTUMN		SPRING		SUMMER	
TOPIC TITLE		Traditional Tales	Celebrations	Around the World	Growth	Animals and their habitats	Enchanted
PRIME AREAS	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT. PHSE	Express their feelings. Show resilience and perseverance in the face of challenge. See themselves as a valuable individual Identify and moderate their own feelings socially and emotionally.	Build constructive and respectful relationships. Consider the feelings of others Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally.	Build constructive and respectful relationships. Consider the feelings of others Think about the perspectives of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Build constructive and respectful relationships. Consider the feelings of others. Think about the perspectives of others.	Manage their own needs. Identify and moderate their feelings both socially and emotionally.	Managing their own needs Think about the perspectives of others.
	COMMUNICATION AND LANGUAGE	Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Describe events in some detail.	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Describe events in some detail.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times.	Participate in small group, class and one-to-one discussions, offering their own ideas. 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. Listen attentively and respond to what they	Participate in small group, class and one-to-one discussions, offering their own ideas. 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

						<p>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.</p>	<p>about their experiences using full sentences.</p> <p>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.</p>
	<p>PHYSICAL DEVELOPMENT</p>	<p>Travels with skill and confidence. Handles tools, objects, construction and malleable materials safely and with increasing control.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials.</p>	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>	<p>They handle equipment and tools effectively, including pencils for writing.</p>

PHONICS			Letters and Sounds / Bug Club					
			Phase 2		Phase 3		Phase 3/4	
SPECIFIC AREAS	LITERACY	Reading Texts	Goldilocks	Diwali-Rama and Sita	One Snowy Night	Titch	Monkey Puzzle	Zig and Zog
			Jack and the Beanstalk	The Scarecrows Wedding,	Baby Goes to Market	Supertato	Dear Zoo	Gruffalo
			Three Billy Goats	Kippers Birthday.	Handas Surprise	The Little Red Hen	Sharing a Shell	Stardust
			The Ugly Duckling	Christmas-Nativity,	You Choose	Errols Garden	What the Ladybird Heard	We are off to find a Fairy
			Three Pigs	Dear Santa,		Easter Story	Snail and the trail	Pirates love underpants.
			Read individual letters by saying the sounds for them.	The Jolly Christmas Postman	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Tiddler	How to Catch a Drag
			Read some letter groups that each represent one sound and say sounds for them.	Read individual letters by saying the sounds for them.	Read a few common exception words matched to the school's phonic programme.	Read a few common exception words matched to the school's phonic programme.	ay a sound for each letter in the alphabet and at least 10 digraphs.	Say a sound for each letter in the alphabet and at least 10 digraphs.
			Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read some letter groups that each represent one sound and say sounds for them.	Read a few common exception words matched to the school's phonic programme.	Read a few common exception words matched to the school's phonic programme.	Read words consistent with their phonic knowledge by sound blending.	Read words consistent with their phonic knowledge by sound blending.
				Read a few common exception words matched to the school's phonic programme.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Read aloud simple sentences and books including some common exception words.	Read aloud simple sentences and books including some common exception words.
				Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.			Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	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.	Anticipate (where appropriate) key
							Use and understand recently introduced vocabulary during discussions about	Anticipate (where appropriate) key

							stories and during role play.	events in stories. Use and understand recently introduced vocabulary during discussions about stories and during role play.
		Writing	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write their own name.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write their own name.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write their own name.	Form lower-case and capital letters correctly. Begin to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	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.	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	<ul style="list-style-type: none"> -Sorting objects. -Compare amounts using vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. -Beginning to compare size, mass and capacity. -Creating and extending simple patterns. 	<ul style="list-style-type: none"> -Representing and comparing numbers 1 to 5. -Exploring the composition of numbers 1 to 5. -Naming and recognising 2D shapes, including everyday items in the classroom and outside. -Spatial Awareness. Beginning to use positional language to describe how items are positioned). - Understand the 'one more than/one less than' relationship 	<ul style="list-style-type: none"> -The number 0. -Representing and comparing numbers 5 to 10. -Exploring the composition of numbers 5 to 10. -Comparing and estimating mass using vocabulary. -Comparing capacity building on the understanding of full, empty, half full, nearly full, nearly empty. -Making pairs. -Combining 2 groups 	<ul style="list-style-type: none"> -Exploring the numbers 9 and 10. -Comparing numbers to 10. -Exploring number bonds to 10. -Exploring 3-D shapes. -Exploring more complex patterns. -Consolidation learning. 	<ul style="list-style-type: none"> -Building numbers beyond 10. -Identifying numbers to 20. -Counting patterns beyond 10. -Selecting, rotating and manipulating shapes to develop spatial reasoning skills. -Adding more. -Taking away. 	<ul style="list-style-type: none"> -Doubling. -Sharing. -Grouping. -Even and odd numbers. -Spatial reasoning using positional language. -Patterns and relationships between numbers and shapes.

				between consecutive numbers. -Time – Day and night.	to find out how many altogether. -Length and height. -Time – Measuring periods of time.			
SPECIFIC AREAS	UNDERSTANDING OF THE WORLD (People and Communities, The World, Technology)	HISTORY	All about me! People who are familiar. Timelines. Black History Month- Compare and contrast characters from different stories-Mae Jemmison.	Remembrance day. Bonfire night. Celebrations. Thanks Giving.	Engage in non-fiction books. Listen to and talk about stories to build familiarity.	Talk about members of their immediate community-local history person. Compare and contrast characters from different stories.	Compare and contrast characters from different stories.	Comment on images of familiar situations in the past- holidays or transport. Describe events in detail- special places to visit.
		R.E	Playful RE. What makes you special?	Playful RE Diwali The Christmas story. (Production)	Playful RE Pancake Day.	Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?	Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?	Celebration Festivals: What Makes a Day Special? Who Celebrates What and Why?
		GEOGRAPHY	Explore the natural world. Autumn walks/ exploring.	Investigate around school. Explore natural world.	Our street/local area- describing familiar people and familiar jobs.	Different Occupations and ways of life.	Identify features of different places where we find animals, identify similarities and differences.	Weather. Differences and similarities between life in this country and life in other countries.
		SCIENCE	Investigating growth and decay. Scientific investigation- volcanos.	Healthy Eating Scientific investigation.	Melting Ice Floating and Sinking. Scientific investigation.	Materials. Scientific investigation.	Animal habitats. Scientific investigation.	Plants. Scientific investigation.
		TECHNOLOGY (COMPUTING)	Know how to operate simple equipment e.g. CD player or remote. Paint Program. Complete a simple program on a computer.	Technological toys with knobs or pulleys.	Beebots/cameras	Ipads	Complete a simple program on a computer. Paint	Technology used at home.

EXPRESSIVE ARTS AND DESIGN (Media and Materials, Being Imaginative)	DESIGN AND TECHNOLOGY	Use various construction materials, stacking and balancing.	Construction materials. Make enclosures and create spaces.	Uses tools for a purpose. Manipulate materials to achieve a planned effect.	Creating different textures.	Exploring different media.	Constructs with a purpose in mind. Select own tools and techniques to shape, assemble and join.
	ART AND DESIGN	Self portraits. Autumn colours. Finger painting.	Explore colour and how it can be changed.	Explore shape. Collage.	Mixing colours. Choosing colours for a purpose. Experiment with colours.	Combine different media to make new effects. Represents their own ideas, thoughts and feelings.	Talk about their own and others work. Recognising the differences between them and strengths of others.
	MUSIC	Charanga Music-Me! Tempo- <i>Patacake</i> . Find the pulse. <i>1,2,3,4,5</i> . <i>Five little ducks</i> . Christmas Production.	Christmas Production.	Charanga Music-Everyone! Learn to sing Nursery Rhymes and Action Songs. <i>Head, Shoulders, Knees and Toes</i> . <i>Wind the bobbin up</i> . <i>Rockaby baby</i> .	Charanga Music-Our world! Learn to sing Nursery Rhymes and Action Songs. <i>Incy Wincy Spider</i> . <i>Old Mcdonald</i> . <i>Baa Baa Black Sheep</i> . <i>Row Row Row your boat</i> .	Charanga Music-Big Bear Funk! Transition unit to prepare the children for their musical learning. Listening and appreciating funk music. Imbeddng foundations of the inter-related dimentions of music, using their voices and instruments. Learn to sing and re-visit previous Nursey Rhymes.	Charanga Music-Reflect, rewind and replay! Consolidation of previous learning.
	ATTITUDES FOR LEARNING	Resilience Collaboration Ambition Drive		Tolerance Independence Integrity Respect		Reflectiveness Commitment Humility Planning	

		SPECIAL EVENTS	Black History Children in Need Stand up to cancer Diwali Spooky Day Anti-bullying week Firework Evening Remembrance Day Harvest festival Christmas Production Christmas Service Christmas Party Breakfast with Santa	Inspire Workshop Science Week Easter service World book day Pancake day Mother's Day Animal man Art week Ed Shed Launch Easter Bonnet parade	Sports Week Race for life VE Day celebrations Queen's Birthday Father's day Elections Number day School Trip Villiers has Got Talent
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