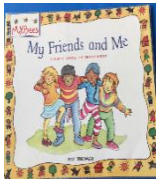
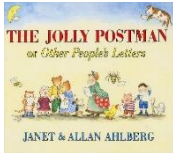
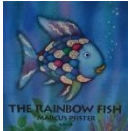
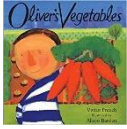

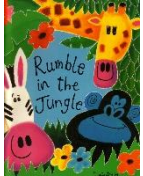
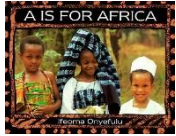

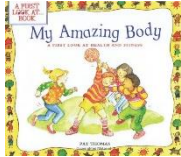


| Reception 2020/2021 | Autumn 1  |  | Autumn 2   |  | Spring 1   |   |
|---------------------|---|--|--|--|--|---|
|                     | Marvellous Me   |  | People who help us   |  | Rainbow fish/Whatever next   |   |
|                     |    |  |   |  |   |   |
| PSED                | Developing relationships.<br>Exploring the environment<br><br>Routines and boundaries.<br><br>Having a choice; how do we treat others and behave towards them |  | Developing confidence<br><br>Turn taking.<br><br>British Values: emotions, respect and rules   |  | Developing friendships – working together<br><br>Kindness<br><br>Sharing and looking after each other                            |   |
| CL                  | Asking and answering questions<br><br>Talking about themselves  |  | Sharing own experiences<br><br>Using a range of vocabulary<br><br>Developing attention and listening skills                                |  | Using talk to explain feelings and emotions  |   |
| PD                  | Outdoor - agility trail including bikes, parachute and playground games.<br><br>Fine motor skills – hand – eye co-ordination                                  |  | Outdoor - Developing co-ordination using bats, balls, hoops, beanbags<br><br>PE – Yoga<br><br>Fine motor skills - Dough disco/ mark making |  | Outdoor - games with rules<br><br>PE- Warm up games and developing ways to travel.<br><br>Dressing and undressing independently. |   |
| L                   | Phase 1 phonics<br><br>Family poems<br><br>Mark making  | Phase 1 and 2<br><br>Responding to stories about families<br><br>Name writing<br><br>Writing initial sounds              | Phase 1 and 2<br><br>Making Labels<br><br>Letter formations – directions<br><br>Initial and final sounds of words                          | Phase 1 and 3<br><br>Segmenting to spell cvc<br><br>Writing lists and letters                    | Phase 1 and 3<br><br>Reading and writing captions<br><br>Rhyme   | Phase 1 and 3<br><br>Writing simple sentences - finger spaces and full stop       |
| N                   | Positional language<br><br>Counting objects<br><br>Number names   | Size<br>2d shapes – shape people/buildings – shapes in the environment.<br><br>Days of the week/months of the year.      | Numerals - making a number<br><br>Patterns – repeating patterns  | Counting on<br><br>1 more/less<br><br>3D shapes  | Addition<br><br>Numbers to 20<br><br>Ordering numbers<br><br>Length  | Subtraction<br><br>Solving problems<br><br>Prepositions<br><br>3D shape creations |
| EAD                 | Collage<br><br>Chalk<br><br>Role play – family homes and cultures   | Nursery rhymes<br><br>Using colour for a purpose<br><br>Musical instruments  | Exploring colour - mixing to make new colours<br><br>Observational drawings  | Printing<br>Creating cards/calendars<br><br>Building a repertoire of songs<br>Christmas nativity | Using clay and clay Tools<br><br>Exploring colour – shades – light/dark<br><br>Weaving materials                                 | Designing and creating 3d models<br><br>Role play - adventures                    |
| UW                  | RE- being special<br><br>Birthdays<br><br>Where are our families from?<br><br>Where do we live?   | RE- where do we belong?<br><br>Autumn walk<br>Harvest – bread<br><br>Food from around the world.<br><br>ICT- Photography | Remembrance<br>Diwali<br><br>Jobs of people in the community.<br><br>Our local environment<br><br>ICT – Being responsible                  | The Christmas story<br><br>Advent  | Winter walk<br>Chinese new year<br>Floating and sinking<br>RE- which stories are special and why?<br>ICT - uses of technology    | Light and dark<br><br>Night time<br><br>Creating light - making a torch work      |
| Other               | Parent meeting<br>Parents evening<br>Black history month  |  |  |  | Reading workshop - TBC   |   |

|       | Spring 2   |   | Summer 1  |   | Summer 2   |   |
|-------|--|---|---|---|--|---|
|       | Growing and changing   |   | On Safari   |   |  |   |
|       |   |                                      |    |                         |               |    |
| PSED  | Show care for others and living things.<br>Asking questions to find information<br>Follows instructions  |   | Talk about their own feelings and behaviours.<br>Compromising with others   |   | Confident to try new sporting activities<br>Adjusting behaviour to new situations                |   |
| CL    | Respond to what they hear and see.<br>Use talk to organise and sequence events   |   | Develop a sustained concentration<br>Develop their own explanations.  |   | Develop own narratives and use story language.<br>Express own views and develop own explanations |   |
| PD    | PE – Gymnastics<br>Understanding of safety and managing risks – how to use gymnastic equipment (jumping from a height, climbing rope, travelling along and incline/decline)<br>Showing control in small and large scale movements – letter formation |   | PE - Multi-skills<br>Developing control and co-ordination when using a variety of different PE equipment.<br>Learning new skills – throwing, catching and striking. |   | PE - #Sports day<br>Competitions<br>Keeping fit and healthy.                                     |   |
| L     | Phase 1 and 3/4<br>Writing instructions<br>Letter formations – consistent in size  | Phase 1 and 4<br>Sentence writing-recount<br>Finding information  | Phase 1 and 4<br>Rhyme and alliteration   | Phase 1 and 4<br>Information texts  | Phase 1 and 4/5<br>Story writing<br>Role-play - recreating scenes from stories                   | Phase 1 and 5<br>Extended sentences   |
| N     | Number bonds<br>Comparing quantities and number<br>Weight<br>Height  | Addition/subtraction- word problems<br>2d/3d shapes   | Sharing and halving<br>Estimation   | Grouping 2 5 10<br>Patterns in numbers  | Problem solving<br>Capacity  | Time<br>Distance<br>Money   |
| EAD   | Garden-pebble/stick/leaf art<br>Create bug hotel/bird feeder   | Create own representations of chicks<br>Easter art<br>Artist - Mondrian   | Print and camouflage<br>Combining materials   | Music and songs from around the world.<br>African art - Aboudia   | Role play traditional stories<br>Create character masks/models                                   | Creating music and dances using body parts  |
| UW    | RE – why is Easter special to Christians<br>Growing vegetables – growing/changes<br>What lives in the garden?<br>Weather - Design and make rain gauge  | ICT – using apps - digital log of chicks<br>Easter<br>Life cycles - observations, patterns and change<br>Mother's day | St Georges day – English traditions<br>Safari –animals - similarities and differences<br>ICT - personal information   | Eid<br>RE- which places are special and why?<br>Safari –countries - comparing environments and traditions | RE – Why is the word god important?<br>ICT - create own video recordings<br>Father's day         | ICT – sharing information - staying safe<br>Similarities/ differences between themselves- Human body.<br>Changes from baby to child |
| Other | Making pancakes<br>Live chicks<br>Writing workshop - TBC   |   | Trip to the Safari park - TBC<br>Maths workshop - TBC   |   | Sports day - TBC<br>Sports coaches<br>Reports to parents   |   |