Reception Class 2023-2024

	Autumn 1 4th Sept- 27th Oct	Autumn 2 6th Nov-22nd Dec	Spring 1 8th Jan- 9th Feb	Spring 2 19th Feb- 22nd Mar	Summer 1 8th Apr-24th May	Summer 2 3rd June- 22nd July
Curriculum Drivers						
School Values						
Texts used	Rainbow fish		Little Mole Finds Hope	The magical yet		The prideful ant
Themes	Let's discover - Myself - Autumn	Stories and Celebrations	Transport	Excellent Eggs	Changes	In a land far away…
Memorable Experiences	~Transitioning to school- making new friends ~Meeting Y6 buddy ~Forest School	~Visit to Clearwell Caves with Y6 Buddies to visit Santa ~Performing Nativity	~Workshop with Parents Design a rescue vehicle for Woody from Toy story ~Visit from Fire Brigade and other emergency services	~Watching caterpillars change into butterflies		~Farm Park trip ~Participating in Y6 Leavers service singing goodbye to buddies
Special days	~First day of school ~Harvest festival	~Bonfire night ~Remembrance Day ~Whole school cinema ~Children in Need	~New Year ~Pancake day ~Love reading day	~Chinese New Year ~Easter ~Mother's Day ~World Book Day	~Father's Day	~Sport's day ~Pirate day ~Transition days to Y1 ~Family 'Teddy bear picnic'

		~Christmas Service				
Parental Engagement	~Seesaw ~Topic web ~Class newsletter ~Meet the Teacher ~Phonics meeting ~Harvest festival	~Seesaw ~Tapestry ~Topic web ~Class newsletter ~Parent's evenings ~Christmas play ~Christmas carol concert	~Seesaw ~Tapestry ~Topic web ~Class newsletter ~Parent workshop- phonics/story session DT workshop	~Seesaw ~Tapestry ~Topic web ~Class newsletter ~Parent's evenings	~Seesaw ~Tapestry ~Topic web ~Class newsletter ~Preschool Visits	~Seesaw ~Tapestry ~Topic web ~Class newsletter ~Parent's induction evening ~Teddy bear picnic- YR and new cohort parents networking ~Transition visits into school ~Annual report
Communication and Language	~Talking about ourselves and our families ~Discussing our preferences and why ~Sharing our weekend news ~Listening to and following instructions ~ Learning our class mates names through games and songs	~Retelling familiar stories ~Discussing new stories ~Using appropriate vocabulary to describe characters Answering questions appropriately to show understanding of stories	~Talking about journeys they have made ~Organising themselves in role-play eg, "We need a ticket. Let's find the bus stop." ~Creating imaginary fantasy journeys.	~Learning about fact and fiction ~Creating own dinosaur characters and names ~Explaining how life-cycles change	~Talking confidently about changes and why things happen ~Using senses to talk about how events make them feel and identifying a range of emotions	~Sharing holiday experiences ~Comparing countries using a range of descriptive vocabulary ~Creating own narratives and responding appropriately to other points of view

Drama	~In role-play act out home scenarios	~Acting out familiar stories in role-play and small world Performing a Nativity play	~Acting out narratives in role-play of imaginary journeys, taking on roles	~Retelling stories through small world and role-play ~Acting out the extinction of the dinosaurs from information researched	~Using the Very Hungry caterpillar as a stimulus to act out different parts of life-cycles	~Retelling Dreamtime stories through drama and creating own
Personal, Social and Emotional Development	~ Seeing themselves as valuable, unique individuals ~ Building friendly and respectful relationships ~ Identifying and expressing their feelings and considering feelings of others		~ Showing perseverance and resilience when challenged ~ Begin to adapt their behaviour and manage their feelings socially and emotionally		~ Thinking about the perspectives of others ~ Managing their own needs and feelings	
Physical Development Gross motor (PE)	<u>Risk and safety</u> Listening to instructions Stop signals <u>Basic skills</u> Running, hopping, skipping, jumping <u>Balancing</u> On one foot, Using a range of equipment, at different heights <u>Social skills</u> Partner and small group work Introduction to ball games		<u>Gymnastics</u> Climbing, balancing, jumping, rolls, landing, putting a sequence of moves together <u>Dance</u> Individual work, partner work, small group work, moving expressively to music and in rhythm, putting a sequence of moves together		<u>Athletics</u> Running, skipping, jumping, walking, hopping Competitive races <u>Team games</u> Using a range of skills, coordination and equipt	
Physical Development Fine Motor	~Show a preference for a dominant hand ~Manipulate malleable materials to make basic shapes ~Manipulate a range of tools and equipment in one hand		~ Write my name ~ Write recognisable letters ~ Cut along lines ~ Build more complex models		~Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed ~Using the tripod grip in almost all cases	

	~ Build a tower of bricks ~ Make snips in paper ~ Mark make beginning with dots and lines extending to forming handwriting patterns such as straight lines, wavy lines, spirals, zig-zags ~ Write letters from my name	~ Use simple tools to effect changes to materials including paintbrushes, toothbrush, scissors, hairbrushes, scarves or ribbons, knives and forks ~ Form basic recognisable figures such as people, trees, cars, animals	~ Handle tools, objects, construction and malleable materials safely and with increasing control and intention ~Begin to show accuracy and care when drawing
Literacy – Phonics (word Reading)	~ Learn to recognise phase 2 graphemes and to blend 3 graphemes together to read cvc words ~ Starting to learn some common exception words	~ Learn some phase 3 graphemes ~ Read green words with learnt graphemes ~ Continue to build up knowledge of common exception words	~ Continue to learn phase 3 graphemes ~ Consolidate previous phonic learning and extending through the reading and writing of longer words
Literacy: Reading and Comprehension	~ Enjoys listening to and joining in with stories ~ Using language from stories ~ Understanding print carries meaning ~ Understanding print is read from left to right and top to bottom ~ Identifies familiar signs and labels ~ Participates in rhyming games ~ Counting or clapping syllables ~ Recognising initial sounds ~ Saying the sounds for individual letters	~ Engage in extended conversations about stories, learning new vocabulary ~ Knowing that information can be retrieved from books ~ Discussing features of books- settings, characters, plot ~ Predicting and explaining events in detail	~ Reading simple phrases and sentences ~ Enjoying a range of books ~ Retelling simple stories ~ Using vocabulary that has been heard in books ~ Showing familiarity with rhyme and rhythm ~ Developing phonological awareness ~ Read some high- frequency words ~ Beginning to blend and segment sounds

Literacy: Writing	~Mark making with a purpose ~Making letter like patterns ~Making distinct marks that look like letters and that are separated from each other ~Beginning to write letters in their name ~Emergent writing (such as in role-play) ~Drawing pictures and labelling them		~Writing own name ~Writing labels ~Writing for a variety of purposes ~Holding a pencil correctly ~Sitting at table correctly with good posture to enable writing ~Beginning to form letters accurately ~Writing simple vc/cvc words		~Knowing the sounds that letters make and beginning to write words based on how they sound ~Writing short phrases/captions ~Writing simple sentences ~Beginning to write sentences using correct grammar	
Literacy Key texts types	**Let's choose** **Aliens love underpants** **What makes me a me?** **Incredible you** **Little red hen** **Don't hog the hedge** **The enormous turnip** **Non-fiction- autumn texts**	**Rama and Sita** **Goldilocks and the three bears** **Little red riding hood** **Gingerbread man**	**Hundred Decker Bus** **Oi get off our train** **Mrs Armitage on wheels** **Mr Gumpy's outing** **Non-fiction- people who help us** **Poem: The engine driver**	**The Very Hungry Caterpillar** **Rosie's walk** **Non-fiction dinosaur books** **Non-fiction life cycles**	**Jack and the beanstalk** **Jasper's beanstalk** **Jim's beanstalk** **Titch** **The growing story** **Oliver's vegetables** **Handa's surprise** **Colour me happy** **The day the crayon's quit**	**Awongalema tree** **Aboriginal Dreamtime stories** **Penguin small** **Meerkat Mail** **Three billy goats gruff** **Three pigs**
Mathematics	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal g groups to doubles. They will begin to connect quantities to numerals.		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:	

	Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	• continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a Rekenrek (Hungarian number frame)

<table>
<tr><td>Additional Mathematics
From EYFS framework
“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.”
Examples of opportunities given</td><td colspan="6">~Pupils will have opportunities to develop their shape, space and measurement skills through water/sand play comparing measures “full, empty, half full, overflowing, less, more”.
~They will measure throughout the year- measure a range of toys heads, compare measures, use non-standard measures such as unifix to compare sizes. Use appropriate vocabulary “shortest, longer, longest”. Measure their sunflowers- “Who has the tallest sunflower?” Are cubes a good way of measuring? How else could we measure?
~Pupils will go on shape hunts, identify shapes in the environment and progress towards identifying properties of 2D and 3D shapes. “Is a sphere a good shape to use to stack? Can I roll a cube?” “I need 3 straws to make a triangle as it has three sides.”
~ In role-play and continuous provision children will use scales to “weigh the babies” and use language to explain their reasoning, “We need two wheelbarrows to carry the bricks as they are too heavy for one.”</td></tr>
<tr><td rowspan="2">Understanding the World
Past and Present</td><td colspan="6">Discussing past and present events in their own lives using time connective vocabulary including- today, yesterday, tomorrow, first, after, next, then, now. Recounts of weekend news, holiday breaks and special events such as birthdays is continued over the year</td></tr>
<tr><td>~ Talk about their own lives and of their families including people and events in the past
~ Learning about harvesting in the past and comparing to today</td><td>~ Story of Guy Fawkes
~ Learning about the Christmas story, how it is celebrated and how it has evolved over the years</td><td>~ Comparing transport such as the tractor and how it has changed
~ To look at influential figures and historical events (Neil Armstrong)</td><td>~ Understanding that dinosaurs lived a very long time ago, before humans and are now extinct.</td><td>~ Comparing what we can do now to when we were babies
~ ‘Then and Now’ timeline</td><td>~ Comparing seaside holidays of now to past</td></tr>
<tr><td>Understanding the World
People, Cultures and Communities</td><td>~ Recognising that each and every one of us is special and unique and celebrating these differences</td><td>~ Understanding beliefs of different cultures- Diwali festival
~ Christian festival - Christmas</td><td>~ Show understanding of different occupations
~ Explore how things move, work</td><td>~ Exploring: Why do Christians put a cross in an Easter garden?</td><td>~ Being aware that we come from different families, backgrounds and communities</td><td>~ Looking at different types of countries hot/cold and where they are on a</td></tr>
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						world map, globe
Understanding the World **The Natural World**	~ Looking at features of themselves and naming ~ Autumnal changes ~ Making collections of natural materials and extend vocabulary through forest school ~ Cooking -bread rolls	~ Using senses to explore changes in seasons ~ Learning about animals hibernating	~ Make simple maps ~ Use appropriate vocabulary to describe surroundings	~ Observing life-cycles ~ Discussing similarities and differences in animals	~ Changes in seasons discussions ~ Changes in weather-charts	~ Explore hot/cold countries ~ Exploring materials-ice, water and extending vocabulary to describe changes
Expressive Arts and Design **Creating with Materials**	~ Self-portraits ~ Exploring paint, collage, printing, drawing ~ Harvest pictures ~ Autumn colour mixing ~ Creating scarecrow collage materials for Harvest festival	~ Firework pictures ~ Christmas decoration making ~ Christmas cards ~ Christmas scene paintings	~ Transport pictures ~ Wheel/cog prints ~ Recycled materials-vehicle (DT) ~ Designing own vehicles ~ Using loose parts to create vehicles	~ Paper lanterns ~ Symmetrical butterfly paintings ~ Drawings of animals that come from eggs ~ Recreating Van Gogh's Sunflowers ~ Easter cards ~ Easter gardens	~ Still-life drawings-flowers, buds on branches ~ Malleable materials-imprints of natural materials, making lifecycles	~ Aboriginal dot paintings ~ Hot colour mixing ~ Cold colour mixing ~ Fish collage/ painting ~ Wet sand sculpting ~ Singing pirate songs

			~ Make props for role-play ~ Jackson Pollack- splatter art (space pictures)		~ Paper chain caterpillars	
Expressive Arts and Design **Being Imaginative and Expressive**	~ Role-play- the home corner ~ Experimenting with percussion sounds ~ Tapping out syllables- our names ~ Singing songs for harvest festival	~ Role-play three bears cottage ~ Learning Nativity songs and Christmas carols and adding percussion instruments	~ Role-play Train station ~ Creating own narratives in role-play ~ Drawings of settings, journeys of their stories in role play ~ Singing rhymes and songs	~ Role-play- vets ~ Creating small worlds using loose parts to create narratives, consolidate learning about life-cycles ~ Singing rhymes and songs	~ Role-play healthy café ~ Singing rhymes, songs	~ Role play- beach and pirates ~ Singing songs and rhymes ~ Acting out 'I'm going on a treasure hunt'
Religious Education	Being Special: where do we belong?	INCARNATION: Why do Christians perform Nativity Plays at Christmas?	Which stories are special and why?	SALVATION: Why do Christians put a cross in an Easter garden?	GOD/ CREATION: Why is the word 'God' so important to Christians?	Which places are special and why?