

Reception		<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Concepts		<u>Relationships</u>	<u>Differences</u>	<u>Decisions</u>	<u>Development</u>	<u>Belonging</u>	<u>Change</u>
Topics		<u>All around me</u> Diwali 27 <sup>th</sup> Oct 2019 Forest Walk	<u>Celebrations</u> Bonfire night Halloween Christmas	<u>Telling a Tale</u> Chinese New Year 25 <sup>th</sup> Jan	<u>Sowing a Seed</u> Shrove Tuesday 25 <sup>th</sup> Feb, Mother's Day 22 <sup>nd</sup> March, Easter 12 <sup>th</sup> April	<u>Belonging</u> Father's Day 21 <sup>st</sup> June	<u>On the Move</u> Welly Walk – Claremont Farm – Milking parlour.
<u>Communication and language</u>	LA	Talking about family – who is in our family and why they are special.	Talking about experiences of celebrations - memories.	Developing skills in listening to and responding to stories.	Making comments and accurately anticipating events based on growth, linking to literacy stories.	Discussing belonging to our families and animals belonging to different animal groups (linked to Literacy).	Listening to others experiences of travelling.
	U	Being able to answer questions about our family and people who are important to us.	Understanding how others celebrations differ to our own.	Understanding tales by acting them out and answering questions about stories.	Answering how and why questions based on their plants and vegetables.	Asking questions about other communities or habitats.	Being able to answer questions about their own experiences and places they have visited.
	Sp	Using sentences to talk about people who are important to us.	Making use of correct tense during discussions.	Developing own orally composed stories.	Using new language such as “change” and “grow”.	Real life superhero's - talking about the things that people do that are kind.	Talking about their own experiences of travel, holidays and transport.
<u>Personal, social and emotional development</u>	MR	Learning about new people and building friendships.	Developing in confidence to share their views with others – circle time.	Listening to other's views about stories.	Selects resources they need to investigate the environment independently.	Welcomes and values praise – develops understanding of how to praise others.	Preparing for new adventures in school – Year 1 – transition.
	SC & SA	Becoming confident to build new friendships.	Confident to speak to others about their own celebrations – weddings, christenings, birthdays etc.	Becoming confident to justify their own opinions to the class and give a reason why.	Confident to speak to share their own opinions about plants they have observed.	They are confident to speak in a familiar group about their feelings of belonging.	To verbalise when they do or don't need help – linking to transition to Year 1.

	MFB	Becoming familiar with the expectations of the setting.	Beginning to be able to negotiate and solve problems linking to feelings.	Talking about right and wrong decisions linked to traditional stories and explaining their own ideas.	Children work as part of a group to look after plants.	Adjusting their behaviour to different situations.	Getting used to changes in routine ready for Year 1.
<u>Physical development</u>	M & H	Exploring gross motor skills through indoor and outdoor play.  Letter formation - linked to phonics	Skills to manipulate clay and dough – fine and gross motor development – introduction of dough disco. Letter formation - linked to phonics	Fine and gross motor skills to support writing and the development of pencil grip.  Letter formation - linked to phonics	Fine and gross motor skills to support writing and the development of pencil grip.  Letter formation - linked to phonics	Throwing and catching different objects – small and large.  Letter formation - linked to phonics	Different ways of moving – on, under and around at different speeds – Sports Day. Letter formation - linked to phonics.
	H & SC	Developing self-help skills by learning to dress and undress. Learning to use cutlery during lunchtimes.	Being able to undress and dress correctly attempting buttons and zips	Developing dressing skills including the use of buttons and zips. Becoming more confident to try new foods during snack time.	Understanding healthy and non-healthy foods. Being willing to taste new food in tasting sessions linked to Literacy.	Being able to discuss why food is healthy or not and being able to sort foods into these categories.	Making good food choices and eating a wide variety of foods.
<u>Literacy</u>	R	I am Henry Finch  Where The Wild Things Are  Letter recognition – CVC reading	Halibut Jackson  Bringing the Rain to Kapiti Plain  Children verbally telling their own stories and acting in a group – helicopter stories  CVC reading	Little Red  The Magic Paintbrush  Reading CVC sentences and tricky words	The Tiny Seed  I Will Not Ever Eat a Tomato  Reading CVC sentences and tricky words  Non-fiction stories based on planting	Oi Frog! So Much  Extended sentence writing	Hairy McLairy from Donaldson's Dairy  Willy the Wimp  Extended sentence writing encouraging the use of capital letters, finger spaces and full stops.
	W	Name writing and initial sound writing	CVC word writing	Writing CVC word sentences and tricky words	Writing CVC word sentences and tricky words	Increased fluency in reading more complex and phonetically plausible books.	Increased fluency in reading more complex and phonetically plausible books.

<u>Maths</u>	N	A number a week 1-5 including recognition, formation, counting, and embedding of knowledge.	A number a week 6-10 including recognition, formation and counting.	A number a week 11-16 including recognition, formation, counting, time, length and shape.  Addition and subtraction of single digit numbers.	A number a week 17-20 including recognition, formation, counting, time, length and shape.  Addition and subtraction of single digit numbers.  Ordering numbers to 20.	Addition and subtraction of single digit numbers.  Doubling, halving and sharing.  Ordering and applying knowledge of number.	Ordering and applying knowledge of number.
	SSM	Through a number a week 1-5 exploring time, length and shape.	Through a number a week 6-10 exploring time, length and shape.	Through a number a week 11-16 exploring time and length.	Through a number a week 17-20 we will explore length and size. Making comparisons between the height of our plants and capacity of how much water our plants need.	Recognition of 3d shapes and using name appropriately during continuous provision.	Shape, time and capacity.
<u>Understanding the world</u>	P & C	My family – past and present events in their lives and the lives of others.	Discussing family events and differences within cultures.	Discussing specific times that have been special and special gifts they have received (linked to The Magic Paintbrush).	Growing and changes linked to plants and humans.  Easter	Babies of people and animals– growth and change.	Discussing journeys that the children have been on and the places they have visited. What different jobs might the children have come across on their travels?
	TW	Family photographs and celebrating differences between families Showing curiosity of things, they have observed.	Halloween Bonfire night - safety Christmas  Making comparisons between the things that we observe such as	Looking at different environments (forests and China) and making comparisons to where we live.  Looking at different environments (forests and China) and making comparisons to where we live.	Making comparisons between different plants and how plants have grown. Being aware of what plants need to grow. Growing and changes linked to plants and humans.	Discussing features of both their home and school environment and how they vary from one another. Research skills and being able to identify animals.	Exploring different ways of moving to different places with transport. Exploring and using materials to build their own form of transport. Developing vocab to discuss why things

		Makes comments based on where they live. Autumn walk to explore natural and found objects.	fireworks and pumpkins. Children can explore, colour, texture, patterns etc.	Children will use the planters in our outdoor area to plant their own plants that they can look after throughout the year. This will promote children's vocab to discuss changes over time, decay and allow them to care for our environment.	Making comparisons between different plants and how plants have grown. Being aware of what plants need to grow.	Babies of people and animals– growth and change. Children to find out about an animal and present this to the class- Children can then make comparisons between the animals they have explored.	happen and how things work.
	T	Becoming aware of different technology used at home and in school.	Understanding that technology is used for a purpose and why we might use it. How might we use technology to record our celebrations?	Being able to use technology available in school such as the interactive whiteboard and computers to use age appropriate software.	Using cameras and iPads to take photographs of our plants growth.	Discussing what technology they use at home and why.	Using bee-bots to link with travel and programming it to follow specific instructions.
<u>Expressive arts and design</u>	E & UM & M	Family collages and self-portraits – linking to PSHE  Special People – Beat and Tempo	Observations of fireworks looking at colours and colour mixing and texture.  Going Places – High and Low Practise and perform songs for Christmas Performance/Play	Looking at maps of different places and creating our own maps and treasure maps.  Moving Patterns – Structure	Detailed drawings of plants and things that grow.  Growth and Change – Loud and Quiet	Designing and creating superhero costumes.  Working World - Texture	Building transport using crates and blocks – linked to outdoor provision and resources.  Our Senses - Timbre
	BI	Home corner role play using appropriate language.	Singing songs and developing performance skills linked to Christmas.	Acting out their own stories through role-play scenarios.	Using collage to create pictures of plants.	Using role play language linked to animals and veterinary surgeons.	Taking on roles and acting out scenarios linked to building and transport.

