

Reception Curriculum Plan 2025 - 26

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Termly Themes	Marvellous Me		Wonderful World		Exciting Environments	
Termly Topics	Feelings and Emotions Families and Relationships Celebrations and Differences Seasonal Changes		Our Home Space and the Solar System Countries and Cultures		Under the Sea Dinosaurs Animals Big and Small Beautiful Blooms	
UW Topics	Our Families Autumn Harvest Pumpkins and Potions Diwali	Winter Christmas Changing States Firework night Arctic animals	Exploring our senses Different homes Earth and space Chinese New Year	Planet Earth Countries and people Spring and living things Farm animals	Oceans and Seas Sea creatures Land of the Dinosaurs Fossils and Bones	Summer Minibeasts and bugs Flowers Jungle animals
Enrichment Visit	Christmas Visit Seasonal Walk Police officer/ firefighter visit		Seasonal Walk Farm visit Trip to local library		Visit to Radlett Centre Minibeast hunt Pet visit	
Core Texts	• The colour Monster • Rainbow fish • We're going on a bear hunt • The Very Hungry Caterpillar • Owl Babies • The Gruffalo • Dogs don't fly!	• Stick Man • Here Comes Jack Frost • One Snowy Night • Poppies CBeebies animation	• Goldilocks and the Three Bears • The Three Little Pigs • The three Billy Goats Gruff • How to Catch a Star • The Way Back Home	• We Sang Across the Sea • The World Around Me • The Tiny Seed • Farmer duck • A squash and a squeeze	• Sharing a Shell • The Snail and the Whale • Harry and the Bucketful of Dinosaurs • Handa's surprise • Barry, The fish	• Giraffes Can't Dance • The Bad Tempered Ladybird • Spinderella • The Great Pet Sale • Bloom • The Lion inside

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	- Room on the broom - Rama and Sita: The story of Diwali	- Dear Santa - Sparks in the sky - The Gingerbread man - The Tiger who came to tea - Superworm	- Chocolate mug cake by Michael Rosen (non-fiction) - The Chinese New Year race	What the ladybird heard	- with fingers - Lost and found	Jack and the Beanstalk
Suggested Supporting Texts and Books	☞ You can! ☞ I don't want to be small! ☞ The Growing Story ☞ Can I build another me? ☞ Harvest Festival (non-fiction) ☞ Autumn (non-fiction) ☞ The Great Big Book of Families	☞ The Snowflake ☞ The Snowman ☞ The Christmas Eve Tree ☞ Mince Spies ☞ Non fiction winter book ☞ A Great Big Cuddle (Poetry)	☞ The Darkest Dark ☞ Home ☞ Aliens Love Underpants ☞ The Can Caravan	☞ Coming to England ☞ The Street Beneath My Feet ☞ Growing Frogs ☞ Non fiction Spring book ☞ From Egg to Chicken ☞ The Ugly Duckling	☞ Tiddler ☞ What Submarine Seas ☞ The Whale who wanted more ☞ Seal Surfer ☞ The Coral Kingdom ☞ Mad About Dinosaurs	☞ Hello Summer! ☞ Wild about summer ☞ At The beach ☞ The Bee Book ☞ Mad About Minibeasts ☞ Non-fiction summer book

Communication and Language

Speaking	Learning intentions:	Learning intentions:	Learning intentions:
Listening, attention and understanding	Nursery Rhymes: Listen carefully to rhymes and songs, paying attention to how they sound In poems and rhymes with very regular rhythm patterns, pause	Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Encourage children to have fun with rhyme, even if their suggestions don't make complete	Poems, Nursery Rhymes and Songs Listen carefully to rhymes and songs, paying attention to how they sound Show your enjoyment of poems using your voice and manner to give emphasis to carefully chosen words

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Knowledge and Skill Progression	before the rhyming word to allow children to join in or predict the word coming next. Choose a few interesting longer words from the poem, rhyme or song and clap out their beat structure, helping children to join in with the correct number of 'claps'. Learn rhymes and songs Help children to join in with refrains and learn some verses by heart using call and response. Group Reading: Ask questions to find out more Ask "where does this go?" when tidying up our areas. Answer "I wonder if this jellyfish is dangerous?" questions. Articulate their thoughts in well-formed sentences. Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters. Use complete sentences in your everyday talk. Narrate your own and children's actions: "I've never seen so many beautiful bubbles, I can see all the colours of the rainbow in them."	sense. Model noticing how some words sound: "That poem was about a frog on a log; those words sound a bit the same at the end don't they? They rhyme." Learn rhymes and songs Select traditional and contemporary poems and rhymes to read aloud to children. Group Reading: Ask questions to find out more Ask "what happens next?" when listening to a story, showing curiosity and anticipation. Answer who, when and where questions. Articulate their thoughts in well-formed sentences. Use complete sentences in your everyday talk. Build upon their incidental talk: "Your tower is definitely the tallest I've seen all week. Do you think you'll make it any higher?" Instead of correcting, model accurate irregular grammar such as past tense, plurals, complex sentences: "That's right: you drank your milk quickly; you were quicker than Darren." Understand how to listen carefully Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Learn new vocabulary Have fun saying the word in an exaggerated	and phrases. Learn rhymes, poems and songs When singing songs by heart, talk about words in repeated phrases from within a refrain or verse so that word boundaries are noticed and not blurred: "Listen carefully, what words can you hear? Oncesuppona time: once – upon – a – time." Group Reading: Ask questions to find out more What happens if? How can we make this better? Why does that happen? How do you know this is safe? Ask "why?" questions during story times. Articulate their thoughts in well-formed sentences. Use complete sentences in your everyday talk. Suggestion: ask open questions - "How did you make that? Why does the wheel move so easily? What will happen if you do that?" Understand how to listen carefully Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully." Learn new vocabulary Identify new vocabulary before planning activities, for example,
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	Understand how to listen carefully Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying." Learn new vocabulary Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?" Use new vocabulary Practitioners to model and use the vocabulary repeatedly through the week. Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words Make familiar books available for children to share at school and at home. Daily Demonstrative Reading:	manner. Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger". Use new vocabulary Keep a list of previously taught vocabulary and review it in different contexts. Retell a story they have developed deep familiarity with: some as exact repetition and some in their own words Daily Demonstrative Reading: Engage in story time Timetable a storytime at least once a day, giving children the choice between two books. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Choose books that will develop their vocabulary. Display quality fiction and non-fiction books in attractive book corners. Listen and talk about stories to build familiarity and understanding Adults to make asides, commenting on what is happening in a story: "That looks dangerous – I'm sure they're all going to fall off that broom!" Adults to encourage children to take on different roles in imaginative play, to interact and negotiate with people in longer conversations. Link events in a story to your own experiences.	changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'. Use new vocabulary Model words and phrases relevant to the area being taught, deliberately and systematically. For example, "What a downpour- I've never seen so much rain!". Retell a story they have developed deep familiarity with: in their own words Make familiar books available for children to share at school and at home. Children to have time to tell each other stories they have heard, or to visitors. Link what they have read to other stories Daily Demonstrative Reading: Engage in story time Timetable a storytime at least once a day. Send home familiar and good-quality books for parents to read aloud and talk about with their children. Draw up a list of books that you enjoy reading aloud to children, including traditional and modern stories. Choose books that will develop their
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	Engage in story time Timetable a storytime at least once a day. Show parents how to share stories with their children. Choose books that will develop their vocabulary. Display quality familiar books in attractive book corners. Listen and talk about stories to build familiarity and understanding Children to listen and read familiar stories. Adults to show enjoyment of the story using your voice and manner to make the meaning clear. Adults to use different voices for the narrator and each character. Social & PSHE Stories: Develop social phrases Adults to model talk routines through the day. For example, arriving in school: "Good morning, how are you?" Listen to selected non-fiction Adults to explain to children the difference between fiction and non-fiction. Make the books available for children to share at school and at	Listen to and talk about selected non-fiction. Make the books available for children to share at school and at home Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Develop social phrases Adults to model talk routines through the day and extend by teaching the children responses. For example, arriving in school: "Good morning, how are you?". "I'm good, thank you". Use talk to explain how things work and why they might happen Think out loud how to work things out. Retell a story they have developed deep familiarity with; some as extract repetition and some in own words Make familiar books available for children to share at school and at home. Children to have time to tell each other stories they have heard, or to visitors. Helicopter Stories Use new vocabulary. Adults to explain new vocabulary in the context of story, rather than in word lists. Create an interesting and exciting story. Recount an event Describe events using the correct tense.	vocabulary. Display quality books that most children can re-tell or re-read themselves in attractive book corners. Listen and talk about stories to build familiarity and understanding Practise possible conversations between characters. Identify the main characters in the story, and talk about their feelings, actions and motives. Talk about the plot and the main problem in the story. Link stories to other stories they have read. Social & PSHE Stories: Develop social phrases Adults to model talk routines through the day and extend by teaching the children responses and encourage them to reply with a question. For example, arriving in school: "Good morning, how are you?". "I'm good, thank you. How are you?" Use talk to help work out problems and organise thinking. Give children problem solving words and phrases to use in their explanations: 'so that', 'because', 'I think it's...', 'you could...', 'it might be...'
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	home Use talk to explain how things work and why they might happen Encourage children to ask adult's for help with a problem. Encourage children to talk about a problem together and come up with ideas for how to solve it. Helicopter Stories: Use new vocabulary. Have fun with phrases from the story through the day: "I searched for a pencil, but no pencil could be found." Connect one idea to action another using a range of connectives Constantly narrate events and actions: "I knew it must be cold outside because he was putting on his coat and hat."	Make deliberate mistakes highlighting to children that sometimes you might get it wrong: "It's important to get things in the right order so that people know what I'm talking about. Listen carefully to see if I have things in the right order: 'last week...' Connect one idea to action another using a range of connectives Extend their thinking: "You've thought really hard about building your tower, but how will you stop it falling down?" Remind children of previous events: "Do you remember when we forgot to wear our raincoats last week? It poured so much that we got drenched!"	Speak to an adult to resolve unresolved issues. Children to be encouraged to use their words and vocabulary to explain what has happened and ask an adult specifically what they need help with after they have already tried to resolve the issue first themselves. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and new vocabulary. Make the books available for children to share at school and at home Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Use new vocabulary. Adults to explain new vocabulary in the context of story, rather than in word lists. Connect one idea to action another using a range of connectives Adults to model the use of common connectives "and, but, because, so, then" when telling a story. Describe events using the correct tense with increasing detail. Use sequencing words with emphasis in your own stories: "Before school I had a lovely big breakfast, then I had
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			a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"
Personal, Social and Emotional Development Links to NC. Following our PSHE whole- school approach (KAPOW)			
Intent Children will be able to: <u>Self-Regulation</u> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <u>Building Relationships</u> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.			
Autumn 1		Spring 1	Summer 1

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<i>Self- regulation: My feelings</i> Learning intentions: <u>Lesson 1: Identifying my feelings</u> Learning how to identify feelings and associating feelings with different colours. <u>Lesson 2: Feelings jars</u> Using their understanding of feelings, children create feeling jars and use them to identify and express their feelings. <u>Lesson 3: Coping strategies</u> Exploring coping strategies to help regulate emotions and identifying how characters within a story may be feeling. <u>Lesson 4: Describing feelings</u> Learning the appropriate vocabulary to describe different emotions. <u>Lesson 5: Facial expressions</u> Exploring different facial expressions and identifying the different feelings they can represent. <u>Lesson 6: Creating a calm corner</u> Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.	<i>Managing self: Taking on challenges</i> Learning intentions: <u>Lesson 1: Why do we have rules?</u> Learning to understand why rules are important, why we have them through activities and games, which allows children to implement and follow rules. <u>Lesson 2: Building towers</u> Learning to understand the importance of persistence in the face of challenge through teamwork activities, developing confidence in their own ability to solve problems. <u>Lesson 3: Team den building</u> Learning to work together as a team to overcome challenges and communicating effectively with others to build a den. <u>Lesson 4: Grounding</u> Learning 'grounding' coping strategies and how to use them in different situations. <u>Lesson 5: Team races</u> Exploring the importance of perseverance in the face of challenge through team races. <u>Lesson 6: Circus skills</u> Through resilience and perseverance, children discover how to face and complete challenges when learning circus skills.	<i>Building relationships: My family and friends</i> Learning intentions: <u>Lesson 1: Festivals</u> Thinking about the perspectives of others in the class and learning about how different beliefs celebrate special times. <u>Lesson 2: Sharing</u> Understanding why sharing is important. <u>Lesson 3: What makes a good friend?</u> Understanding the characteristics that make a good friend. <u>Lesson 4: Being a good friend</u> Learning the importance of supporting others by being kind. <u>Lesson 5: Teamwork</u> Understanding the importance of perseverance in the face of challenge. <u>Lesson 6: Celebrating friendships</u> Planning a party to celebrate the special friendships within the class.
Autumn 2	Spring 2	Summer 2
<i>Building relationships: Special relationships</i>	<i>Self- regulation: Listening and following instructions</i>	<i>Managing self: My wellbeing</i>

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Learning intentions: <u>Lesson 1: My family</u> Discussing families, why we love ours and understanding that all families are valuable and special. <u>Lesson 2: Special people</u> Identifying people who are special to us through discussion and drawing and thinking about what it means to be a valued person. <u>Lesson 3: Sharing</u> Learning the importance of sharing with others and strategies for doing so, through role play activities and discussions. <u>Lesson 4: I am unique</u> Learning to see themselves as valuable individuals and understanding that it is a positive thing to enjoy and like different things to others. <u>Lesson 5: My interests</u> Exploring how they see themselves as individuals through discussion, drawing and sharing their interests in pairs, as a group, and as a class. <u>Lesson 6: Similarities and differences</u> Exploring diversity through activities and discussion about similarities and differences and understanding that we are all unique.	Learning intentions: <u>Lesson 1: Simon says</u> Learning the importance of listening carefully by playing recall games. <u>Lesson 2: Listening to a story</u> <u>Lesson 3: Pass the whisper</u> Understanding the importance of listening carefully, telling the truth and thinking of others' feelings. <u>Lesson 4: Obstacle races</u> Following instructions or actions and persevering when things get difficult. <u>Lesson 5: Blindfold walk</u> Learning to follow instructions involving several ideas or actions and giving simple instructions. <u>Lesson 6: Treasure hunt</u> Learning to listen and respond to phrases and instructions.	Learning intentions: <u>Lesson 1: What is exercise?</u> Learning about the importance of exercise and exploring how exercise affects different parts of the body. <u>Lesson 2: Yoga and relaxation</u> Exploring yoga, guided meditation and relaxation. <u>Lesson 3: Looking after ourselves</u> Understanding why it is important to be able to take care of oneself. <u>Lesson 4: Being a safe pedestrian</u> Exploring what it means to be a safe pedestrian. <u>Lesson 5: Eating healthily</u> Exploring what it means to eat healthy. <u>Lesson 6: A rainbow of food</u> Understanding the importance of healthy food choices and what a balanced diet is.
Physical Development		
Intent Children will be able to: <u>Gross Motor</u> Negotiate space and obstacles safely, with consideration for themselves and others.		

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- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Autumn 1	Spring 1	Summer 1
Learning intentions: Managing the school Day Developing the skills needed to manage the school day successfully: lining up, queuing, mealtimes and personal hygiene. Use their core muscles strength to achieve good posture when sitting at a table or on the floor. Fine Motor Pencil grip, Scissor Control, Use of a knife and fork. Develop small motor skills so they can use a range of tools competently, safely and confidently P.E Spatial awareness Playground games, circle games, parachute games P.E Dance Progress towards a more fluent style of moving with developing control and grace. Keeping healthy: To wash my hands thoroughly.	Learning intentions: P.E Gymnastics Develop overall body strength balance co-ordination and agility Confidently and safely use a range of large and small apparatus Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient	Learning intentions: P.E Games Develop and refine a range of ball skills P.E Games Developed confidence competence, precision and accuracy when engaging in activities that involve a ball. Fine Motor Refining Skills already taught Keeping healthy: Sleep Routine Know and talk about the different factors that support their overall health and wellbeing

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Know and talk about the importance of hygiene, before I eat and go to the toilet.		
Autumn 2	Spring 2	Summer 2
Learning intentions: Fine Motor Pencil grip, Scissor Control. Developing the foundations of a handwriting style which is fast accurate and efficient P.E dance: Combining Movement Combine different movements with ease and fluency	Learning intentions: P.E Gymnastics Combine different movements with ease and fluency. Develop overall body strength co-ordination, balance and agility needed to engage successfully with physical ability Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient Keeping healthy: Healthy Diet Know and talk about the different foods that keep me healthy. Keeping healthy: Know and talk about the different factors that support their overall health and wellbeing such as the things I can do. Tooth brushing Know and talk about the different factors that support their overall health and wellbeing	Learning intentions: P.E Games Develop overall body strength, co-ordination balance and agility needed to engage successfully with physical activity P.E Sports day events such as running, jumping, javelin throwing. Fine Motor Pencil grip, Correct formation of letters Developing the foundations of a handwriting style which is fast accurate and efficient Keeping healthy: Being a safe pedestrian. Keeping healthy: Sun Safety Keeping healthy: Name parts of my body.
Literacy		

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Phonics will be taught using our whole school systematic Phonics Scheme, Success for All. Phase 1 phonics will be interwoven throughout the provision via adult input and child-initiated learning. Comprehension will be taught through our whole school approach VIPERS (V= I= P=E=R=S=)

Writing will be taught using HFL Essential Writing programme for Early Years.

Intent

Children will be able to:

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with letters or a letter.

Write simple phrases and sentences that can be read by others.

Autumn 1	Spring 1	Summer 1
Learning intentions: Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play	Learning intentions: Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play	Learning intentions: Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play

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Phonics	Phonics	Phonics
Recap Phase 1 Phonics. Will be developing phonological awareness by teaching children sound discrimination, rhythm and rhyme, alliteration, oral blending and segmenting Phase 2- Children learn short GPCs and use these to read CVC words. A limited number of common exception words (CEWS) are introduced in the context of shared readers, and children practise writing new and previously learnt GPCs in upper-and lower-case letters	Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.	Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words.
We will be learning new GPCs	We will be learning new GPCs	We will be learning new GPCs
S,a,t,i,p	ai,	or
l,n,m,d	ee,	ur
g,o,c,k	igh,	ow
ck,e,u,r		oi
h,b,f,ff		
Writing: Name writing. Write recognisable letters correctly formed to match phonics taught	Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced <u>Bookmaking- Things I like</u> Children will learn that writing can inform. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways. They will experience via modelling, the self-regulation of the writing process, ie the 'plan-do-review' of writing. They will learn that writers can inform others of their views, wishes and feelings and that illustrations can support this.	Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings / pronunciations are introduced <u>Bookmaking- My amazing body</u> Children will learn that writing can inform. They will learn that books can have separate sections that tell readers about different aspects of a topic and that illustrations support an audience's understanding. They will learn about other features, including how a label can give the reader more information and how writers can talk directly to a reader using 'you'. They will experience via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing

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	<u>Bookmaking- Animals</u> Children will learn that writing can entertain. They will explore the idea that a chosen character can have several 'adventures' across the course of a story and speculate about reasons behind a character's actions. They will experience via modelling, the self-regulation of the writing process, ie the 'plan-do-review' of writing. They will learn that writers seek to entertain others with their thoughts and ideas wishes and that illustrations can support this	that involves re-reading what has been written. <u>Bookmaking- Traditional tales</u> Children will learn that writing can entertain. They will explore the idea that a chosen character can have a number of 'adventures' across the course of a story and speculate about reasons behind a character's actions. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing. They will learn that writers often plan ahead what they are going to say, are seeking to be understood by a reader and that regular checking of own writing makes it more easily understood.
Autumn 2	Spring 2	Summer 2
Learning intentions: Nursery Rhymes: To Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play Phonics Phase 2- Children learn short GPCs and use these to read CVC words. A limited number of	Learning intentions: Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play Phonics	Learning intentions: Nursery Rhymes: Learn and recall nursery rhymes Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words. Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role play Phonics

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common exception words (CEWS) are introduced in the context of shared readers, and children practise writing new and previously learnt GPCs in upper-and lower case letters We will be learning new GPCs l,ll,ss j,v,w x,y,z zz,qu,ch sh,th,ng Writing: Name writing. Write recognisable letters correctly formed to match phonics taught <u>Bookmaking- My special people</u> Children will learn that writing can tell (inform) audiences/readers about a topic. They will revisit core learning about writing in English: writing goes from left to right, individual letters follow a standard formation, letters can be combined to make words, and these words can be constructed using known letter-sound correspondences. They will learn that writers are communicating with a reader and that pictures and writing are both important ways to help the reader understand what the writer is trying to say. <u>Bookmaking- What is it?</u> Children will learn that rhymes can entertain and be funny. Rhymes can also help predict,	Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words. We will be learning new GPCs oa, oo, oo ar Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings. <u>Bookmaking- My celebrations</u> Children will learn that writing can inform. They will learn that books can have separate sections that tell readers about different aspects of a topic and that illustrations support an audience's understanding. Through modelling and their own practice, they will recognise their capacity to apply aspects of the phonic code that they have been learning, to write about things that they want to say. They will experience via modelling, the self-regulation of the writing process, ie the 'plan-do-review' of writing that involves re-reading what has been written. <u>Bookmaking- Journey stories</u>	Phase 3- We will be learning long vowel digraphs and read CCVC & CVCC words. Children are introduced to two syllable words. We will be learning new GPCs ear air ure er Reviewing and consolidating Reception Level content in preparation for Year1. Decoding skills are applied to more challenging word structures Writing: Name writing. Write recognisable letters correctly formed to match phonics taught. Spelling and sentence writing with known GPCs are introduced. Common alternative spellings. <u>Bookmaking- Our natural world</u> Children will learn that writing can inform. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways. They will experience, via modelling, the self-regulation of the writing process, ie the 'plan-do review' of writing. They will learn that writers can inform others of their views,
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so can aid the reader in engaging with the content, feeling successful and developing fluency. If flaps are added, to mask illustrations, this can add mystery and entertain the reader even more, preventing over-reliance on pictures when reading back the writing. This can support the consistent message that decoding lies in the writing. They will learn that they can think of other rhyming pairs and create their own entertainment for a reader using humour, illustrations etc.	Children will learn that writing can entertain. They will explore the idea that a chosen character can have several 'adventures' across the course of a story and speculate about reasons behind a character's actions. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing. They will learn that writers seek to entertain others with their thoughts and ideas wishes and that illustrations can support this.	wishes and feelings and that illustrations can support this. <u>Bookmaking- My very own story book</u> Children will learn that writing can entertain. They will explore the idea that anyone can tell a story, orally and in writing, and that writers can make choices about what happens in their stories. They will experience, via modelling, the self-regulation of the writing process, i.e. the 'plan-do-review' of writing. Children will learn that a title can hook their reader's interests and know what the writing might be about. They will learn that writers seek to entertain others with their thoughts and ideas and that illustrations can support this.
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Mathematics

Using our whole Schools Maths Mastery Scheme: White Rose Maths. Where complementary, supported by Number Block episodes and NCETM Materials

Intent

Children will be able to:

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise up to 5.
- Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.

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- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Autumn 1	Spring 1	Summer 1
Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase - Getting to Know You:</u> Opportunities for settling in, introducing the areas of provision, getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional Language. <u>Phase – Match, sort and compare</u> Match pictures and objects. Identify a set. Sort and explore sorting techniques. Create sorting rules and compare amounts. <u>Phase – Talk about measure and pattern</u> Match and sort Identical & Non Identical: Use five frames – line up identical objects and count-check, more than, less than, fewer than, equal to, the same as. Compare amounts. Compare size, mass and capacity. Exploring pattern.	Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase – Alive in 5! :</u> Introducing zero. Comparing, Composition 4 & 5. <u>Phase – Mass and capacity:</u> Compare Mass. Compare Capacity. Find a balance. <u>Phase - Growing 6,7,8 : 6,7 & 8. Making pairs. Combining 2 groups.</u>	Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase – To 20 and Beyond : Counting beyond 10. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate.</u> <u>Phase- How many now?</u> Adding more. Taking away. <u>Phase- Manipulate, compose and decompose:</u> Rotate shapes. Manipulate shapes. Copy 2D shape pictures. Compose and decompose shapes so that children recognise a shape can have other shapes within it.
Autumn 2	Spring 2	Summer 2

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Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase – It's Me 1 2 3!</u> Representing 1, 2 & 3. Comparing 1, 2 & 3. Composition 1, 2 & 3. <u>Phase - Circles and triangles:</u> Identify and name circles and triangles. Compare circles and triangles. Explore shapes in the environment. Describe position. <u>Phase – 1, 2, 3, 4, 5!</u> Representing numbers to 5. One more and less. Composition of numbers to 5. <u>Phase – Shapes with 4 sides:</u> Identify and name 4 sided shapes. Combine shapes. Explore shapes in the environment. Night and day.	Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase- Length, height and time:</u> Length & Height. Time: use yesterday, today & tomorrow. Time: To order events & seasons. <u>Phase – Building 9 & 10: 9 & 10.</u> Comparing numbers to 10. Number bonds to 10. <u>Phase – Explore 3D shapes</u> Recognise and name 3D shapes. Use 3D shapes. Explore 3D shapes in the environment. Copy and continue patterns.	Learning intentions: Subitising: To recognise numbers of things without counting. Children build images for numbers, to visualise and to learn number facts. <u>Phase – Sharing and grouping:</u> Doubling, Sharing & Grouping. Even and Odd. Spatial Reasoning. <u>Phase – Visualise, build and map</u> Deepening Understanding: develop and extend children's problem-solving skills. Patterns and Relationships, exploring the relationship between numbers and shapes. Spatial Reasoning. Mapping. <u>Phase- Make connections:</u> Deepen understanding of making connections between all the aspects of maths that have been covered throughout the year. Patterns and relationships.
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Understanding of the World

Links to National Curriculum: Science (Developing Experts), R.E, History & Geography (KAPOW)

Intent

Children will be able to:

Past and Present

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- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling..

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Autumn 1	Spring 1	Summer 1
Learning intentions: History :Talk about members of their immediate family and community Name and describe people who are familiar to them Talk about the lives of people around them and their roles in society – people who help us. Outdoor learning : Explore the natural world around them Science: Our body and the senses Learning about our different body parts and what they are useful for. Consider how and why we are all unique and different from one another. Explore the different senses and what	Learning intentions: History: Peek into the past Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. Outdoor learning: Explore the natural world around them Science: Food and animals Children think about where the food they eat comes from, as well as what forms a healthy diet. They will begin thinking about how animals are used in food production.	Learning intentions: History: Adventures through time Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements. R.E: Passover Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community Outdoor Learning: Explore the natural world around them Science: Plants and insects and Invertebrates

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they are used for. What do they allow us to do? R.E: Diwali Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Discover different types of animals. From mammals, to birds, to insects, children will see lots of great images and video clips which show animals in different habitats around the world, including those that live on a farm. A bit about dinosaurs too! R.E: Chinese New Year, Shrove Tuesday & Easter Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Learn about how plants are made, where they come from and how to look after them! Children discover where insects and invertebrates' lives and go on an insect hunt in their school! Outdoor Learning: Explore the natural world around them
Autumn 2	Spring 2	Summer 2
Learning intentions: History: Talk about members of their immediate family and community. People celebrate special times to remember what happened in the past - <i>Bonfire Night & Remembrance Day</i> Outdoor learning : Explore the natural world around them Science: Weather and seasons and health and safety Learn about the different seasons here in the UK and the weather that comes with them! Recognise, measure and record different weather types and consider how we need to be careful in different seasons. Learn how to be safe - around the home and when using equipment. Know about the people	Learning intentions: Outdoor learning: Explore the natural world around them Science: Space and forces Children will be encouraged to star-gaze and understand more about what is in Space, and what happens in Space! They will also find out a little more about how Space travel is conducted by learning about rockets! Geography: Outdoor adventures Using the senses to explore and describe the natural world around them whilst outside; understanding the effect of the changing seasons. R.E: Ramadan Recognise that people have different beliefs and celebrate special times in different ways.	Learning intentions: Geography: Around the world Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. Science: Materials and machinery Describe different materials and learn how and why materials can change. In some of the lessons, children can see where some materials come from - both natural and man-made. Learn about machinery and how it makes it easier for humans to complete certain jobs. Children can also think about different types of transport and how we use these. Outdoor Learning: Explore the natural world around them

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they can trust and how to react if they are unsafe. Geography: Exploring maps Exploring maps through discussion, storytelling, games and creative activity. Using pirates as topic. R.E: <i>Christmas</i> Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.	Understand that some places are special to members of their community.	R.E: Eid Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.
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Expressive Arts and Design		
Links to NC; Art, Design & Technology (KAPOW) and Music		
Autumn 1	Spring 1	Summer 1
Learning intentions: Art- Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Learning intentions: Art- Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus. Being Imaginative and Expressive:	Learning intentions: Art- Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Being Imaginative and Expressive: Create narratives based around stories.

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Being Imaginative and Expressive: To act out stories and role play our experiences. To play cooperatively with our friends. To make props and costumes for different role play scenarios. To sing and perform nursery rhymes. To explore musical instruments. To explore how we can move to music and rhythm.	Create narratives based around stories. To act out stories and role play our experiences. Sing and perform nursery rhymes. Follow a simple dance routine. Experiment with different instruments and their sounds.	To act out stories and role play our experiences. To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Move in time to the music. Explore and use a variety of artistic effects to express their ideas and feelings. Play an instrument following a musical pattern.
Autumn 2	Spring 2	Summer 2
Learning intentions: Design & Technology- Junk Modelling Explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area. Children practice and develop their fine motor and cutting skills. Being Imaginative and Expressive: To act out stories and role play our experiences. To play cooperatively with our friends. Sing and perform nursery rhymes. Explore how we can move to music and rhythm. Experiment with different instruments and their sounds. Perform a nativity play to our school peers and family	Learning intentions: Design & Technology- Cooking and nutrition Children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). Smoothie making. Being Imaginative and Expressive: Create narratives based around stories. To act out stories and role play our experiences. To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Experiment with different instruments and their sounds. Move in time to the music.	Learning intentions: Design & Technology- Textiles: Bookmarks To develop and practise threading and weaving techniques using various materials and objects. The children apply their knowledge and skills to design and make their own bookmarks. Being Imaginative and Expressive: To share creations, talk about process and evaluate their work. Invent their own narratives, stories and poems. To act out stories and role play our experiences. To make props and costumes for different role play scenarios. Sing and perform nursery rhymes. Follow a simple dance routine. Move in time to the music. Explore and use a variety of artistic effects to express their ideas and feelings. Play an instrument following a musical pattern.