



## Reception

| Subject  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--|--|---|--|---|---|---|
| <b>Literacy</b>                                      | <p><b>All About Me</b></p> <p>We Are All Wonders'<br/>Super Duper You'<br/>Owl Babies'<br/>Something Else'<br/>'King of the Classroom'<br/>Let's Build a House'<br/>'Everybody's Welcome'<br/>All Are Welcome'</p>     | <p><b>Light and Dark</b></p> <p>Can't You Sleep Little Bear?<br/>On a Dark Dark Night<br/>The Little Owl who was Afraid of the Dark<br/>Rama &amp; Sita:<br/>Day Monkey, Night Monkey<br/>Foggy Foggy Forest<br/>Darkness Slipped In<br/>Whatever Next<br/>The Snowman<br/>The Christmas Story<br/>Santa Comes to London<br/>Stick Man<br/>Peace At Last<br/>Bob the Man on the Moon<br/>Whatever Next<br/>Dear Santa</p> | <p><b>Dinosaurs</b></p> <p>Dear Dinosaur<br/>Dinosaur that pooped the past<br/>Dinosaur love underpants<br/>If I had a dinosaur<br/>Things you never knew about dinosaurs.<br/>Making non-fiction books about dinosaurs.</p> | <p><b>Traditional Tales</b></p> <p>The Gingerbread Man; Little Red Riding Hood; Little Red and the Very Hungry Lion; The Three Little Pigs; The Three Little Wolves and the Big Bad Pig; The Three Billy Goats Gruff; The Three Billy Goats Fluff; The Troll; Goldilocks and the Three Bears; The Ghanian Goldilocks; The Jolly Postman</p> | <p><b>Sea Adventures</b></p> <p>Non-fiction texts about sea creatures; Fidgety Fish; The Snail and the Whale; Dear Mermaid; Julian is a Mermaid; The Night Pirates; Tim, Ted and the Pirates; The Pirate Cruncher; The Pirates Next Door; Tiddler; Maui Hooks The Islands</p> | <p><b>Big Wide World</b></p> <p>The Bad-Tempered Ladybird; Snail Trail; Mad About Minibeasts; Superworm; Tidy; The Messy Magpie; Charlie and Lola Look After Your Planet; Where the Forest Meets the Sea; The Last Wolf; Little Turtle and the Changing Sea; Somebody Swallowed Stanley; This Zoo Is Not For You; Mixed; Be Kind; Dear Teacher; My Teacher is a Monster</p> |
| <b>Phonics</b>                                       | Phonics Phase 2<br>s a t p, i n m d, g o c k, c k e u r, h b f l a, l, is, it, in, and, at, the, to, do,   | Phonics Phase 2<br>j v w x, y z z z qu, ch sh th ng no, go, so, he, she   | Phonics Phase 3<br>nk oo ie, ee or, oa ai, oi oi was, of, his, has, her, they, you, my, by   | Phonics Phase 3<br>ar er, ear ure, air igh, ow, ur have, like, said, all, are, we, me, be   | Phonics Phase 4<br>Phase 4 + ea, wh ph some, come, were, where, there, when, what, little, one  | Phonics Phase 4<br>aw, nk + revision of alternates (ou/ow, er/ur, ie/igh) Mr, Mrs   |
| <b>Number</b>  | Number and pattern<br>Sorting<br>Shape, space and measure-<br>Comparing and ordering<br>AB patterns<br>Composition of Numbers up to 5<br>1 more than, 1 fewer than,<br>relationship between consecutive whole numbers. | Compare, order and write numbers to 5<br>Composition of Numbers up to 5<br>Shape Space & Measure: 2D shapes<br>Measure: Positional Language   | Number and Pattern<br>Addition<br>Number and Pattern<br>Comparing and ordering<br>One more one fewer<br>Order numbers up to 10<br>Number bonds to 10   | Pattern 2D and 3D Shape<br>Addition and Subtraction Size, weight, capacity  | Money Halving Sharing Grouping<br>Doubling  | 2D and 3D Shape Addition and Subtraction Problem solving  |
| <b>Communication and Language</b>                    | Listen to others Listen to instructions<br>Initiate conversation Ask questions   | Maintains attention Follows instructions Listens and responds<br>Asks questions   | Use past, present and future tenses<br>Answer how and why questions  | Sustained concentration Follow multi-step instructions Listen attentively in a large group  | Recount experiences and imagine possibilities Listen and respond.<br>Use a range of vocabulary  | Show awareness of the listener Use a range of vocabulary  |
| <b>Personal Social Emotional Development (PSCHE)</b> | Settling in week –<br>Routines<br>Songs<br>Rules<br>Right choices<br>How to tidy up<br>Express our feelings- begin to understand zones of regulation   | Keeping safe on Bonfire night<br>To see themselves as a valued individual.<br>Anti-bullying Week<br>Build constructive and respectful relationships<br>Identify and moderate their own feelings socially and emotionally.<br>Express our feelings and be respectful towards others.   | Problem solve and negotiate Play cooperatively Feelings and behaviours   | Asking for help Sensitivity towards others' feelings Manage own feelings Select own resources   | Consider others' points of view<br>Talk about and adapt plans<br>Resolve disagreements  | Talk about own abilities<br>Work as a group without adult help Manage own feelings  |
| <b>PE</b>  | Movement & Using Space<br>Dance  | Ball and Object Skills<br>Dance   | Attacking and Defending (invasion)<br>Dance  | Net Games<br>Gymnastics   | Striking and fielding skills<br>Gymnastics  | Athletics<br>Gymnastics   |

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| <b>Understanding the World (Science, History, Geography, RE, Computing)</b> | Learn about myself, my home, my family, making friends.<br><br>Take selfies with iPads<br><br>Understand seasonal changes | Festivals of Light<br>Making shadows<br>Understanding day and night<br>Understanding nocturnal animals<br>Using beebots<br>Understand seasonal changes | Comparing two different animals, Learning about carnivores and herbivores. Comparing dinosaur habitats.<br>Looking at physical differences in dinosaurs and exploring how they adapted for their environment<br>Spring festival (Chinese New year/ Lunar New year) Compare different habitats.<br>Desert/forest/arctic. How this compares to our own | Similarities, differences, patterns and change<br>Observations of plants and animals - observing change             | Familiar with basic scientific concepts<br>Past and present                                       | Human impact on the environment<br>Respecting different attitudes, customs and traditions   |
| <b>Music</b>  | Copying rhythms and melodies  | Trying to pass rhythms (silently feeling the beat)   | Exploring instruments and instrumental technique   | Following a conductor (reacting musically to gestures)  | Following sequences and developing memory   | Mimicking non-vocal music using voice   |
| <b>Expressive Art and Design (Design and Technology, Art, Music)</b>        | Self Portraits<br>Junk modelling homes<br>Collage families<br>Role play<br>Choosing colours<br>Rhythm and song            | Mixing and changing colours<br>Building a repertoire of songs and dances   | Manipulating and combining materials<br>Construct for a purpose<br>Explore sound and texture   | Play cooperatively as part of a group<br>Adapt work<br>Changing song, music or dance<br>Introduce storyline to play | Talk about ideas processes and features of their work<br>Selecting own resources<br>Own resources | Talk about ideas processes and features of their work<br>Selecting own resources<br>Make decisions about combining and changing media and materials |
| <b>French</b>   | Nursery Rhymes  | Minibeasts   | Minibeasts (cont.)   | Transport   | Sea   | In the Jungle   |
| <b>Trip/Experience</b>  | Local Area Walk   | Wonderdome   | Natural History Museum   | Theatre Trip  | Golden Hinde  | Picnic  |