

Reception

	Autumn	Spring	Summer
	<p>Me myself and I</p> <p>Celebrate good times, come on!</p>	<p>Time to rhyme</p> <p>If you go down to the woods today...</p>	<p>It's a wonderful world...</p> <p>Wish you were here...</p>
English Texts	<p>Autumn 1:</p> <p>All about me boxes Our bodies Mirror: self portraits. Baby pictures of everyone Senses Family tree Where we live/ houses/ similarities and differences Pets visiting</p> <p>Autumn 2:</p> <p>Birthdays Diwali, Halloween Bonfire night Remembrance Christmas Chinese New Year Hanukkah</p>	<p>Spring 1:</p> <p>Playground games (PE) Wheels on the bus Incy wincy spider Little Miss Muffet What's the time Mr Wolf A tissue a tissue Ring a ring a roses</p> <p>Spring 2:</p> <p>Minibeasts There was an old lady who swallowed a fly Sam Sandwich Gruffalo We're Going on a Bear Hunt Farmer Duck The Very Hungry Caterpillar There's a Cow in the Cabbage Patch Sam's sandwich</p>	<p>Summer 1:</p> <p>Sea: Tiddler, Rainbow Fish, Commotion in the Ocean Space: Whatever Next Land Sky Seasons: Non fiction Weather Handa's surprise</p> <p>Summer 2:</p> <p>Seasides Holidays Katie Morag Lighthouse Keeper Are we there yet? Snail and the Whale Daddy's Home The bear hotel</p> <p>Power of Reading - Naughty Bus</p>

		<p>Power of Reading Text - Owl Babies We're Going on a Bear Hunt, Leaf man, Pumpkin Soup, The enormous turnip Farm animals (Non-fiction)</p>	<p>Little Red Riding Hood The Ugly Duckling Three Billy Goats Gruff Hansel and Gretel The Gingerbread man Three Little Pigs</p>
English Objectives	<p>*Maintains attention, concentrates and sits quietly during appropriate activity. *Listens and responds to the ideas expressed by others in conversation or discussion. *Exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play situations. *Links statements and sticks to a main theme or intention. *Uses talk to organise and sequence. *Introduces a storyline or narrative into their play. *Continues a rhyming string. Hears and says the initial sounds in words. *Links sounds to letters, naming and sounding the letters of the alphabet. *Begins to read words and simple</p>	<p>*Maintains attention, concentrates and sits quietly during appropriate activity. *Children listen attentively in a range of situation. *They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. *Listens and responds to the ideas expressed by others in conversation or discussion. *They answer 'how' and 'why' questions about their experiences and in response to stories or events. *Children follow instructions</p>	

	<p>sentences.</p> <ul style="list-style-type: none"> *Enjoys an increasing range of books. *Writes own name and other things such as labels. *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence *Can segment the sounds in simple words and blend them together and knows which letters represent some of them. * Attempts to write short sentences in meaningful contexts 	<p>involving several ideas or actions.</p> <ul style="list-style-type: none"> * They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. *Extends vocab, by grouping and naming, exploring the meaning and sounds of new words. *They develop their own narratives and explanations by connecting ideas or events. * Children read and understand simple sentences. *Can segment the sounds in simple words and blend them together and knows which letters represent some of them. *Read some common irregular words *Writes own name and other things such as labels. * Attempts to write short sentences in meaningful contexts * Writes simple sentences which can be read by themselves and others *Children use their phonic 	
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		knowledge to write words in ways which match their spoken sounds.	
Maths			
Science	<p style="text-align: center;"><u>Early Learning Goal (UTW: The world Page 40)</u></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Eg. Growing butterflies, tadpoles and plants and linking to lifecycles, growing and changes. Minibeast/ woodland hunts and discussing findings, grouping and labelling. Maps of environment such as school and local trips. Follow them and make them. Cooking activities such as making bread and gingerbread men and looking at changes. Experiments such as mouse rockets, magic mud and making playdough.</p> <p style="text-align: center;">Exploring properties- construction, magnets, circuits, floating, sinking, etc.</p> <p style="text-align: center;"><u>Early Learning Goal (PD: Health and self-care Page 27)</u></p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Eg. PE- talking about warming up and cooling down, looking after our bodies. Discuss what happens to you body during exercise and getting changed. Healthy and unhealthy food choice- food tasting and why things are good for you. Keeping safe- using climbing equipment/ bikes safely, stranger danger, safety outside of setting- seat belts, road crossing, helmets. Hygiene- toileting, hand washing at different times, cooking, brushing teeth, etc.</p>		
History/ Geography	<p style="text-align: center;"><u>Early Learning Goal (UTW: People and communities Page 38)</u></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p style="text-align: center;"><u>Early Learning Goal (UTW: The World Page 40)</u></p>		

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History/ Geography	<ul style="list-style-type: none"> ● Knowing about their past (knowing that they used to be a baby and that things change over time) ● Where they live and show photos and maps (digital and books). Explore atlases too. Children should be able to identify blue sea and green land. ● Discuss how we live in a 'town' named Ipswich and that they live in a 'house' (or flat) and that it is on a 'road'. Look at photos of other towns and cities and discuss. Simple comparison. Also show villages and pictures of countryside. Simple comparison again. Simple maps related to stories should be attempted with geographical physical and human features (bridge, farm etc.) named (eg: Rosie's Walk- great for prepositions too!) ● Children will interact with inflatable globes ● Show children the flags of England and Britain and take them outside to the flag pole. ● Discuss the weather on a weekly basis and show them photos of other places in our world with different climates so they can begin to appreciate different climates and weather patterns. (Role play opps - the weather). ● Fruit opps: plan in a week (or more) where you look at the origins of the school fruit so they can understand how some of our food is grown locally and some comes from other countries. Look at aerial photographs and identify land and buildings. Fieldwork coverage: Children will develop an understanding that there are a variety of places around them for example the school, its grounds and the local area. These places all have characters of their own with distinctive features. 		
Art/DT	<p style="text-align: center;"><u>Early Learning Goal (EAD: Exploring and using media and materials Page 44)</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p style="text-align: center;"><u>Early Learning Goal (EAD: Exploring and using media and materials Page 46)</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
Art/DT	Art: printing, drawing, collage,	Art: drawing, painting, 3D ,	Art: Printing, painting, drawing,

	painting DT: construction, junk modelling a forest- joining, foodcooking	textiles DT: cooking, construction	collage DT: construction, joining and tools, wheels
Music	<p><u>Early Learning Goal (EAD: Exploring and using media and materials Page 44)</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>Early Learning Goal (EAD: Exploring and using media and materials Page 46)</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
Music	Focus on beat and pulse. Tapping/Clapping/moving to the beat. Adding instruments to songs and repeating simple rhythms. Preparation for Nativity	Listening and reacting to different genres of music. Programme music (music that tells a story)	Use voices expressively and creatively being more aware of others in performance. Learn to be an audience.
Computing	<p><u>Early Learning Goal (UTW: Technology Page 42)</u> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		
Computing	Mark making on an interactive whiteboard. Switches Recording noises using 'Talking postcards/labels'	Controlling a floor robot Sorting using an interactive resource Digital Citizenship (Knowsley esafety SOW)	Retrieving information Interactive resources - internet based tasks, including phonics
RE	<p><u>Early Learning Goal (UTW: People and communities Page 38)</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		

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PSHE	<p style="text-align: center;"><u>Early Learning Goal (UTW People and communities Page 38)</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p style="text-align: center;"><u>Early Learning Goal (PSED making relationships Page 9)</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. See also PSED self-confidence and self-awareness (page 11) Managing feelings and behaviour (page 14) PD: Health and self-care Page 27)</p>		
PSHE	How do I feel? Happy/sad/worried	Friendships Who are my friends?	Same and different Similarities and difference between me and my friend

