

own interests

| Reception Yearly Plan | Autumn 1 (8 weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (5 weeks) | Summer 1 (6 weeks) | Summer 2 (7.5 weeks) |
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| Suggested topic theme | Getting to know you Storybook Bears | Journeys People who help us Celebrations | Weather | Minibeasts | Growth | |
| Suggested Books | <p><u>Getting to know you</u> Cleversticks I'm absolutely too small for school</p> <p><u>Storybook bears</u> We're going on a bear hunt- Michael Rosen</p> <p>Goldilocks and the 3 bears</p> <p>Where's my teddy?</p> <p>This is the bear</p> <p>The teddy bear robber</p> <p>Brown bear, brown bear-</p> <p>Polar bear, polar bear-</p> <p>10 in a bed-</p> | | <p>When the wind blew</p> <p>How big is a million</p> <p>Penguin- Polly Dunbar</p> <p>The very rainy day</p> <p>Elmer and the wind</p> <p>Hot, hot, hot</p> <p>The pig in the pond-</p> <p>Hot hippo</p> <p>Bringing the rain to Kapati plain</p> <p>Traditional stories- The wind and the sun</p> <p>What made Tiddalik laugh?</p> | <p>The bad tempered ladybird</p> <p>The very busy spider</p> <p>The quiet cricket</p> <p>Eric Carle books</p> <p>Creepy Crawly Calypso</p> <p>What the ladybird heard –Julia Dondalson</p> <p>There was and old lady who swallow a fly</p> <p>Arggh spider- Lydia Monks</p> <p>Incy Wincy Spider- Keith Chapman</p> <p>Yuck worms- Vivian French</p> <p>100 ants</p> <p>The two ants- Chris Van ?</p> | <p>The Tiny Seed- Eric Carle</p> <p>The Very hungry caterpillar- Eric Carle</p> <p>Oliver's Vegetables –</p> <p>Rosie's Radish</p> <p>Jaspers beanstalk- Mick Inkpen</p> <p>The Enormous Turnip-</p> <p>Jack and the beanstalk</p> <p>Jim and the beanstalk</p> <p>Tadpoles promise-</p> <p>The Odd egg- Emily Gravett</p> <p>The very hungry caterpillar</p> <p>What did I look like when I was a baby?</p> <p>Ahh said stalk</p> <p>Once there were giants</p> <p>Titch- Pat Hutchins</p> <p>Rosie thinks she is a baby</p> <p>Animals and their young</p> | |

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| Suggested books for guided reading: | <p>Introduce ORT scheme books to correct level for each child/ group</p> <p>Compare traditional Story across different cultures- Cinderella e.g. Petit Rogue, Jamaican Cinderella Peace at last This is the Bear This is the Bear and the picnic lunch My friend Bear Polar Bear, Polar Bear Wake up Mr Bear We're going on a bear hunt Whatever next</p> | | <p>Weather- My Holiday diary- Jason Telford</p> <p>Minibeasts- Ahhh said spider- Linda Monks</p> <p>Just One Bite</p> | | <p>ORT scheme books</p> <p>A bit lost- Chris Haughton Baby Ruby Bawled- Malaika Rose Stanley The Odd Egg- Emily Gravett Monkey Puzzle- Julia Donaldson Tadpoles Promise- J Willis</p> |
| Phonics | <p>Revisit phase 1 – rhythm, rhyme and alliteration Continue a rhyming string. Phase 2 single sounds and introduce digraphs- qu, sh, ch, th Hears and says initial sounds in words. More able – oral segmenting and blend using cv and cvc words working towards reading simple sentences.</p> <p>Introduce phase 2 tricky words- I, the, to go , no phase 3 tricky words-</p> <p style="text-align: center;">Assessments every six weeks</p> | | <p>Phase 3 digraphs Oral segmenting and blend cv and cvc words working towards reading simple sentences using phase 2 and phase 3 tricky words. More able reading words and simple sentences using tricky words</p> <p>Phase 3 and phase 4 tricky words</p> <p style="text-align: center;">Assessments every six weeks</p> | | <p>Phase 4 consonant clusters CVCC words, compound words Phase 4 and phase 5 tricky words</p> <p>More able- 100/ 200 high frequency words</p> <p style="text-align: center;">Assessments every six weeks</p> |
| Literacy | <p>Shared reading- book skills , e.g orientation of text, English reading from left to right. Predicting and interpreting using texts.</p> <p>Nelson handwriting scheme- correct letter formation.</p> <p>Write own name</p> | <p>Guided reading- locating key words in text e.g. tricky words, character names.</p> <p>More able sentence work reading simple sentence related to text. Begin to separate into ability groups.</p> <p>Nelson handwriting scheme- correct letter formation.</p> | <p>Guided reading- In ability based groups</p> <p>Nelson handwriting scheme- correct letter formation.</p> | <p>Nelson handwriting scheme- correct letter formation.</p> | <p>Nelson handwriting scheme- correct letter formation.</p> |

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| | <p>Key texts- Goldilocks and the 3 bears-</p> <p>We're going on a bear hunt-</p> <p>Where's my teddy?</p> <p>Outcomes- sequencing 3/4 events in story Recognise repeated refrains and anticipate key events.</p> <p>Favourite stories:</p> <ul style="list-style-type: none"> o Gruffalo <p>Other Topic Stories:</p> <ul style="list-style-type: none"> o One Ted falls out of bed | <p>Key texts- brown bear, brown bear</p> <p>Polar bear, polar bear- Outcomes- comparing texts by same author</p> <p>More able – Uses some clearly identifiable letters to communicate meaning.</p> | <p>Key Texts- When the wind blew- Sequencing events, recall and te-tell story. Write simple sentence to match picture from story eg draw what the wind blew and write 'It is a hat.' Etc</p> <p>How big is a million- sentence work referring to text/ picture cue.</p> <p>Elmer and the snow- Elmer and the wind- Making connections between books with shared author, developing understanding of main character</p> <p>Outcomes- Attempt to write a simple sentence related to a picture cue/ text. Some letters clearly identifiable to communicate meaning.</p> <p>Write own name and other things such as labels and</p> | <p>Key texts-</p> <p>Outcomes- Attempts to write short sentences in meaningful contexts.</p> <p>More able- Write several linked sentences about 1 topic.</p> <p>More able- Introduce following stories without props and visuals, e.g. through tapes.</p> | <p>Key texts- outcomes</p> <p>Reading – ELG Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them out loud accurately. They also read some common irregular/ tricky words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing- ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular/ tricky words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Understanding ELG- Children follow a story without pictures and props</p> <p>Exceeding- see level 1 assessment criteria. Write own story in a familiar setting. Write instructions for familiar activity.</p> |
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| | | <p>captions.</p> <p>More able- Write simple sentences with use of tricky words and phonetic knowledge.</p> | |
| Mathematics | <p>Number- numbers 0- 10, including conservation of number, recognising, ordering and writing the numbers. Vocab – more/ fewer</p> <p>Introduce addition and subtraction- number bonds to ten and recording workings e.g. using representations of calculations.</p> <p>Measure- Weight and Capacity: Vocab- heavy, light, full, empty</p> <p>More able- compare 3 objects by weight 3 objects by capacity- half full</p> <p>Shape- recognise and name circle, triangle, square, rectangle, pentagon and hexagon.</p> <p>More able- Introduce 3D names e.g. sphere, pyramid, cube, cuboid.</p> <p>Sequencing- order and sequence familiar events.</p> <p>Daily routines to measure the day- before/ after lunch, home time etc.</p> <p>Number of the week 0-10 (Focus number) Number 2- <ul style="list-style-type: none"> o Noah's Arc. Song o "The animals went in 2 by 2" Number 3- <ul style="list-style-type: none"> o Goldilocks and the 3 Bears o 3 bowls, 3 beds, 3 chairs o Size ordering 3bears Number 10- <ul style="list-style-type: none"> o 10 Teddies in the bed o Number bonds to 10 'Rainbows' </p> | <p>Number- focus on teens and 10s numbers. (More able exploring numbers to 100) Ordering and writing numbers. Counting in two's, ten's and five's. Doubling and halving- making connections between the two and with addition facts 2+2=4 link to double 2</p> <p>Shape- Use mathematical terms to describe shapes, e.g. corners, sides Recognise irregular shapes e.g. irregular triangles.</p> <p>Measure- Order 2 or 3 items by length or height. Should be able to use comparative language e.g. shorter, lighter, heavier etc. The very rainy day- Introduce rain gauge ways to measure how much rain.</p> <p>Time- Introduce time vocabulary such as next, later, before, after, today, yesterday, tomorrow, morning, afternoon and days of the week.</p> | <p>Number ELG- Children count reliably with numbers from 1- 20, place them in order and say which number is 1 more or 1 less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer.</p> <p>Shape, space and measure ELG- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p>Exceeding- See level 1 assessment criteria. Reads and write numbers 1-20 in digits and words. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Add and subtract 1 digit and 2 digit numbers. Tell the time using o'clock and half past.</p> |

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| | <p>Repeating pattern-</p> <ul style="list-style-type: none"> o 2D Shapes 2step repeating pattern <p>Heavy Light</p> <ul style="list-style-type: none"> o Scales work <p>Capacity</p> <ul style="list-style-type: none"> o Full, empty, half full etc | | | | |
| <p>Understanding the World</p> | <p>Technology- control- bee-bots what the functions are, programming a simple sequence e.g move forward to set destination, turn etc. Laptops- keyboard skills, click and drag using espresso, 2 paint</p> <p>World- Talk about why things happen and how things work.</p> <p>People and Communities- Celebration discussions, special times or events in family. Discuss different occupations and ways of life, who knows somebody who works in a shop? Etc</p> <p>Cooking-</p> <ul style="list-style-type: none"> o Porridge- Goldilocks and the 3 bears <p>ICT-</p> <ul style="list-style-type: none"> o Espresso Coding- Step-by-Step o Story Characters drawing using 2Simple | <p>Technology- Use age appropriate programs and complete them. (When capable Espresso coding year1 unit) Keyboard typing skills- typing name & 2 type program</p> <p>World- Look closely at patterns and change e.g. seasons. Decay and chance of state eg melting, freezing etc</p> <p>People and communities- Family customs and routines. Look at celebrations.</p> | <p>Technology- Use age appropriate programs and complete them. Using programs such as espresso to research and retrieve information. More able- Introduce keyboard typing skills.</p> <p>World- Talk about this that is observed in the natural world, e.g. bug hunt.</p> <p>People and communities- Family customs and routine.</p> | <p>Technology- Keyboard typing skills.</p> <p>World- Growing Beans, sunflower seeds, grass heads and cress.</p> <p>People and communities- Family customs and routine.</p> | <p>Technology- Using programs that combine animation and text, such as 2create a story.</p> <p>World- Life cycles: Frog, Chicks (Living Eggs), caterpillar</p> <p>People and communities- Family customs and routine.</p> |
| <p>Expressive Arts and Design</p> | <p>Role play based on key texts- Uses vocabulary and forms of speech that are increasing influenced by their experiences of books. Role play area- 3 bears cottage to maximize opportunities to use book knowledge and drama skills independently.</p> <p>Music- repeating patterns, different sounds of instruments</p> <p>Texture- bears with different texture Colour mixing</p> | <p>Role Play- sessions based on weekly key text. Looking at creating simple representations of events, people and objects as well as acting out a narrative. Sessions with props to follow on from a previous story session to enable children to create a new part of a story and represent own ideas.</p> <p>Role Play area- weather station/lab</p> <p>Music- Using instruments to create a specific sound effect eg wind blowing, rain falling.</p> | <p>Role Play based on key texts- representing their own ideas, thoughts and feelings. Role Play- 1st half- Garden Centre. 2nd half- Baby Clinic</p> | | |

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| | <ul style="list-style-type: none"> o Colour mixing- Hand printing | Playing at different volumes to create loud/ soft effects. Work in collaborate group to create and perform music piece eg . a rain storm and then sun coming out. Art- Working with different media to create 2d and 3d pieces eg mod roc to create igloos. Papier mache for hot air balloons, | | | |
| Personal, Social and Emotional Development | Learning new routines, school rules, how to resolve conflicts with other children e.g. find a compromise. Anti Bullying Week | Taking care of each other- understands own actions and their consequences. Negotiation skills- compromise, ways to solve a problem. | | Transition- Getting ready for Year 1 | |
| Communication and Language | Using full and detailed sentences. Develop new vocabulary e.g. texture words, maths words etc. | Develop new vocabulary e.g. season words, maths words Link with PSED- how to communicate with others, negotiation skills. | Developing new vocabulary e.g. insect descriptions, maths words | Develop new vocabulary e.g. growing terms, maths words | |
| Physical Development | Undressing and dressing self, e.g. coat, shoes and getting changed after P.E. Establish warm up and cool down routine in PE session. Simple team games, follow instructions Ball skills Team Games- <ul style="list-style-type: none"> o Pass the ball o Hop through hoops | Revise team games Skipping skills | Dance- Aerobic warm Set dance e.g. country dance with sequence of steps | Dance- Aerobic warm World music, different dance genres | Gymnastics Athletics- getting ready for sports day Whole School Sports Day |
| Suggested Trips | Library- weekly trip | | | | |
| | | | London Zoo- Minibeasts exhibition Natural History Museum- Creepy Crawly Gallery | Garden Centre | |