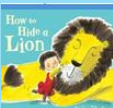
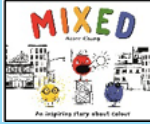
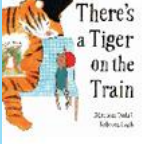
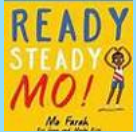




Reception Year Plan



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Texts	Mr Gumpy's Outing by John Burningham	Lost by Mariago Ilustrajo	Moon Girl by Thomas Docherty	Ning and the Night Spirits by Adriana Fong	How to Hide a Lion by Helen Stephens	Ruby's Worry by Tom Percival	The River by Tom Percival	Mixed by Arree Chung	Stuck by Oliver Jeffers	There's a Tiger on the Train by Mariesa Dulak	Saving Mr Hoot by Helen Stephens	Ready Steady Mo by Mo Farah & Kes Gray
												
Writing Outcome	Journey story sentences	Lost Instruction sentences	Night-time story sentences	Poster sentences	Instruction Sentences	Worry story sentences	River story sentences	Community story sentences	Stuck story sentences	Diary Sentences	Environment sentences	Olympic story sentences
Spag Focus	Letter formation • Separation of words with spaces • Personal pronoun - I				Build on previous units & focus on: • Capital Letters • Full Stops • Joining words and clauses using 'and'				Build on previous units & focus on: • Capital Letters for names			
Phonics	Group A Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3	Group B Read 25 Set 1 sounds Blend orally Learn to blend: Word	Group C Read 25 Set 1 single-letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Ditty Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Times 1.1 to 1.4 Read 3-sound nonsense words		Red Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words		Green Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers		Green Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers		

	Spell using Fred Fingers	Time 1.1 to 1.4 Spell using Fred Fingers		Spell using Fred Fingers																																						
Maths 	Match, sort & compare Step 1 - Match objects Step 2 - Match pictures and objects Step 3 - Identify a set Step 4 - Sort objects to a type Step 5 - Explore sorting techniques Step 6 - Create sorting rules Step 7 - Compare amounts Talk about measure & pattern Step 1 - Compare size Step 2 - Compare mass Step 3 - Compare capacity Step 4 - Explore simple patterns Step 5 - Copy and continue simple patterns Step 6 - Create simple patterns It's me 1, 2, 3 Step 1 - Find 1, 2 and 3 Step 2 - Subitise 1, 2 and 3 Step 3 - Represent 1, 2 and 3 Step 4 - 1 more Step 5 - 1 less Step 6 - Composition of 1, 2 and 3	Circles & triangles Step 1 - Identify and name circles and triangles Step 2 - Compare circles and triangles Step 3 - Shapes in the environment Step 4 - Describe position 1, 2, 3, 4, 5 Step 1 - Find 4 and 5 Step 2 - Subitise 4 and 5 Step 3 - Represent 4 and 5 Step 4 - 1 more Step 5 - 1 less Step 6 - Composition of 4 and 5 Step 7 - Composition of 1-5 Shapes with 4 sides Step 1 - Identify and name shapes with 4 sides Step 2 - Combine shapes with 4 sides Step 3 - Shapes in the environment Step 4 - My day and night	Alive in 5 Step 1 - Introduce zero Step 2 - Find 0 to 5 Step 3 - Subitise 0 to 5 Step 4 - Represent 0 to 5 Step 5 - 1 more Step 6 - 1 less Step 7 - Composition Step 8 - Conceptual subitising to 5 Mass & capacity Step 1 - Compare mass Step 2 - Find a balance Step 3 - Explore capacity Step 4 - Compare capacity Growing 6, 7, 8 Step 1 - Find 6, 7 and 8 Step 2 - Represent 6, 7 and 8 Step 3 - 1 more Step 4 - 1 less Step 5 - Composition of 6, 7 and 8 Step 6 - Make pairs – odd and even Step 7 - Double to 8 (find a double) Step 8 - Double to 8 (make a double) Step 9 - Combine two groups Step 10 - Conceptual subitising	Length, height & time Step 1 - Explore length Step 2 - Compare length Step 3 - Explore height Step 4 - Compare height Step 5 - Talk about time Step 6 - Order and sequence time Building 9 & 10 Step 1 - Find 9 and 10 Step 2 - Compare numbers to 10 Step 3 - Represent 9 and 10 Step 4 - Conceptual subitising to 10 Step 5 - 1 more Step 6 - 1 less Step 7 - Composition to 10 Step 8 - Bonds to 10 (2 parts) Step 9 - Make arrangements of 10 Step 10 - Bonds to 10 (3 parts) Step 11 - Doubles to 10 (find a double) Step 12 - Doubles to 10 (make a double) Step 13 - Explore even and odd Explore 3-D shapes Step 1 - Recognise and name 3-D shapes Step 2 - Find 2-D shapes within 3-D shapes Step 3 - Use 3-D shapes for tasks Step 4 - 3-D shapes in the environment Step 5 - Identify more complex patterns Step 6 - Copy and continue patterns Step 7 - Patterns in the environment	o 20 & beyond Step 1 - Build numbers beyond 10 (10-13) Step 2 - Continue patterns beyond 10 (10-13) Step 3 - Build numbers beyond 10 (14-20) Step 4 - Continue patterns beyond 10 (14-20) Step 5 - Verbal counting beyond 20 Step 6 - Verbal counting patterns How many now? Step 1 - Add more Step 2 - How many did I add? Step 3 - Take away Step 4 - How many did I take away? Manipulate, compose and decompose Step 1 - Select shapes for a purpose Step 2 - Rotate shapes Step 3 - Manipulate shapes Step 4 - Explain shape arrangements Step 5 - Compose shapes Step 6 - Decompose shapes Step 7 - Copy 2-D shape pictures Step 8 - Find 2-D shapes within 3-D shapes	Sharing & grouping Step 1 - Explore sharing Step 2 - Sharing Step 3 - Explore grouping Step 4 - Grouping Step 5 - Even and odd sharing Step 6 - Play with and build doubles Visualise, build & map Step 1 - Identify units of repeating patterns Step 2 - Create own pattern rules Step 3 - Explore own pattern rules Step 4 - Replicate and build scenes and constructions Step 5 - Visualise from different positions Step 6 - Describe positions Step 7 - Give instructions to build Step 8 - Explore mapping Step 9 - Represent maps with models Step 10 - Create own maps from familiar places Step 11 - Create own maps and plans from story situations Make connections Step 1 - Deepen understanding Step 2 - Patterns and relationships																																				
RE 	EYFS 1 Why are we all different and special? -revisit and deepen <table><tr><td>Th</td><td>Why do Christians believe that God made us?</td></tr><tr><td>Ph</td><td>Why are names important?</td></tr><tr><td>HSS</td><td>What makes us all different, special and unique?</td></tr></table> Progressive study: Christianity	Th	Why do Christians believe that God made us?	Ph	Why are names important?	HSS	What makes us all different, special and unique?	EYFS 2 Why do Christians say thank you to God at Harvest time? <table><tr><td>Th</td><td>Why do Christians believe that God is the creator?</td></tr><tr><td>Ph</td><td>Why is it important to say thank you?</td></tr><tr><td>HSS</td><td>How do Christians say thank you to God at harvest time?</td></tr></table> Progressive study: Christianity	Th	Why do Christians believe that God is the creator?	Ph	Why is it important to say thank you?	HSS	How do Christians say thank you to God at harvest time?	EYFS 3 How do Christians celebrate Jesus’ birthday? - revisit and deepen <table><tr><td>Th</td><td>Why do some people believe that Jesus was a very special baby?</td></tr><tr><td>Ph</td><td>Why are birthdays important to some people and not to others?</td></tr><tr><td>HSS</td><td>Does everyone celebrate Jesus’ birthday in the same way?</td></tr></table> Progressive study: Christianity	Th	Why do some people believe that Jesus was a very special baby?	Ph	Why are birthdays important to some people and not to others?	HSS	Does everyone celebrate Jesus’ birthday in the same way?	EYFS 5 Why did Jesus tell stories? <table><tr><td>Th</td><td>Where can we find the stories Jesus told?</td></tr><tr><td>Ph</td><td>Who is your neighbour?</td></tr><tr><td>HSS</td><td>What could everyone learn from Jesus’ stories?</td></tr></table> Progressive study: Christianity	Th	Where can we find the stories Jesus told?	Ph	Who is your neighbour?	HSS	What could everyone learn from Jesus’ stories?	EYFS 6 Why do Christians believe that Easter is all about love? - revisit and deepen <table><tr><td>Th</td><td>Why do Christians believe that Jesus’ death on the cross is so important?</td></tr><tr><td>Ph</td><td>Can love be measured?</td></tr><tr><td>HSS</td><td>How do Christians celebrate Easter?</td></tr></table>	Th	Why do Christians believe that Jesus’ death on the cross is so important?	Ph	Can love be measured?	HSS	How do Christians celebrate Easter?	EYFS 9 Where do some people go to worship God? <table><tr><td>Th</td><td>Does everyone go to the same place to worship God? Why not?</td></tr><tr><td>Ph</td><td>What makes some places more special than others?</td></tr><tr><td>HSS</td><td>Why do some people take off their shoes before entering their place of worship?</td></tr></table> Progressive study: Christianity	Th	Does everyone go to the same place to worship God? Why not?	Ph	What makes some places more special than others?	HSS	Why do some people take off their shoes before entering their place of worship?
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	Encounter: Non-religious worldviews Values thread: Friendship; respect	Encounter: Non-religious worldviews Values thread: Joy; gratitude	Encounter: Non-religious worldviews Values thread: Joy	Values thread: Compassion; friendship	Progressive study: Christianity Encounter: Non-religious worldviews Values thread: Forgiveness; compassion	Encounter: Hindu Dharma; Islam Values thread: Respect
UTW 	Animal Adventures Lesson 1: To sort animals into living and non-living things Lesson 2: To sort minibeasts Lesson 3: To sort and describe farm animals Lesson 4: To sort animals based on where they live Lesson 5: To compare my home with a zoo animals		Changing Seasons Lesson 1: To recognise changes in Autumn Lesson 2: To recognise different types of weather Lesson 3: To recognise how different animals prepare for winter Lesson 4: To recognise changes in Spring Lesson 5: To investigate the mixture needed to build a sandcastle		I am a Scientist Lesson 1: To explore how to make objects move Lesson 2: To explore different sounds Lesson 3: To explore whether objects float or sink Lesson 4: To explore freezing and melting Lesson 5: To explore how to make shadows	Our Beautiful Planet Lesson 1: To explore ways to look after the planet Lesson 2: To identify and name plants Lesson 3: To name plant parts Lesson 4: To explore what helps plants grow Lesson 5: To recognise ways to look after the planet
PSHE 	Self-regulation: My feelings Naming feelings; noticing emotions in ourselves and others; practising positive ways to	Building relationships: Special relationships Exploring special people, families and friendships; sharing	Managing self: Taking on challenges Perseverance, communication, rules and simple coping strategies when things feel difficult.	Self-regulation: Listening and following instructions Listening carefully, communicating clearly and noticing	Building relationships: My family and friends Sharing, turn-taking, kind words, teamwork	Managing self: My wellbeing Exercise, balanced diet, mental wellbeing and safe pedestrian choices.

	manage strong feelings. Values: Joy; Courage	fairly and recognising individual strengths. Values: Friendship; Compassion	Values: Courage; Respect	how information can change or rumours can spread. Values: Respect; Courage	and the qualities of a good friend. Values: Friendship; Compassion	Values: Joy; Respect
EAD 	Art: Marvellous Marks DT: Junk Modelling	Art: Paint My World DT: Cooking Soups	Art: Creation Station DT: Bookmarks	Art: Let's Get Crafty DT: Boats	Art: Seasonal Crafts DT: Seasonal Projects	
Music	<u>Bounce into action</u> -Find the beat of the music. -Develop fine and gross motor skills. <u>Songs</u> - I'm a Little Teapot -Getting Dressed -Days of the Week -Wind the Bobbin Up -Ready Set Go	<u>Rainbow magic</u> -Sing lyrics clearly. -Know that songs can tell a story. <u>Songs</u> -Rainbows -Sparkle -Twinkle Twinkle Little Star -Ring O' Roses	<u>Happy talk</u> -Sing whole songs. -Respond to musical messages and changes. <u>Songs</u> -If You're Happy and You Know It -Name Song -Welcome Song -Goodbye Song	<u>Amazing animals</u> -Move creatively to music "in character". -Listen and respond with increased attention and express feelings about the music. <u>Songs</u> - Boing -Old MacDonald Had a Farm -Incy Wincy Spider	<u>Number fun</u> -Find and keep the beat with different songs. -Play percussion instruments with developing control. <u>Songs</u> -Alice the Camel -Five Little Ducks -1, 2, 3, 4, 5 -Five Fine Bumble Bees	<u>Beep Beep Toot Toot</u> -Play instruments with increasing control in the correct section of a song. -Develop accuracy in following signals to start and stop correctly. <u>Songs</u> -The Wheels on the Bus -Row, Row, Row Your Boat -Rock-a-bye Baby
PD	<u>Fundamental Movement Skills</u> Children develop their fundamental movement skills through active play and PE sessions. They practise running, jumping, balancing, throwing,			<u>Dance</u> Children move to music and stories, developing confidence,	<u>Gymnastics</u> Children develop balance, coordination and control through	<u>Athletics</u> Children develop running, jumping and throwing skills through

	catching and moving in different ways, helping to build coordination, confidence and control			coordination and creativity through dance and imaginative movement.	climbing, jumping, rolling and travelling in different ways.	active games and challenges. They they take part in Sports Day activities.
CL	We will be learning to... Understand how to listen carefully and why listening is important. Ask questions to find out more and to check we understand what has been said to us. Learn new vocabulary linked to daily routine / theme (tidy up time, snack, playtime, outdoors, indoors, team names) Say "Good morning", and other social phrases, to friends and adults. Take part in whole class and small group story times. Begin to ask questions to find out more and to check they understand what has been said to them. Model & encourage questions after instructions. Eg should I go in the outdoor area? Is it time for phonics?	We will be learning to... Connect one idea to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Begin to articulate their ideas and thoughts in well-formed sentence. This can be done by expressing and sharing ideas to friends and book talk Develop social phrases around routines of the day, greetings and friendship (please can I play with you? Can I have a turn next? Would you like to play in the X with me?) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use focused & linked texts	We will be learning to... Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	We will be learning to... Engage in non-fiction books about animals, learning and using new vocabulary from them. Begin to understand humour e.g. nonsense rhymes / jokes Describe events in some detail. (linked to books eg life cycle) Use talk to help work out problems, organise thinking & activities explain how things work/why things happen (eg. I am going to do a challenge everyday so I have got through them all by the end of the week.) Develop and use social phrases with confidence (e.g let's play this together.)	We will be learning to... Use new vocabulary in different activities and areas of learning. Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Use new vocabulary in different contexts • Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentence. (encourage use of sentences	We will be learning to... Engage in non-fiction books about transport, learning and using new vocabulary from them. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Understand humour more readily e.g. nonsense rhymes/jokes Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.