











Reception 2021 - 2022


Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>If you go down to the woods today...</p> 	<p>If you go down to the woods today...</p>  <p>Celebrations</p> 	<p>Once upon a time</p> 	<p>Once upon a time</p> 	<p>Wriggle and crawl</p> 	<p>What's your superpower?</p> 
Books/Texts	<p>The Gruffalo Don't Wake the Bear, Hare! We're Going on a Bear Hunt Leaf Man The Very Helpful Hedgehog Funny Bones</p> <p><b>Mini topics</b> Autumn Harvest Spells and Sparkles - Halloween</p>	<p>Rama and the Demon King Sparks in the Sky The Only Way is Badger Owl Babies Stick Man Jolly Christmas Postman</p> <p><b>Mini topics</b> Diwali (4/11) Spells and Sparkles - Bonfire Night Remembrance Day World Nursery Rhyme week (w/c 15/11) Hanukkah (w/c 28/11) St Andrew's Day (30/11)</p>	<p>Goldilocks and the Three Bears Jack and the Beanstalk The Gingerbread Man The Chinese New Year The Snowflake Mistake</p> <p><b>Mini topics</b> Chinese New Year (1/2) Winter</p>	<p>The Three Little Pigs The Little Red Hen Little Red Riding Hood All About Easter It is Easter Time</p> <p><b>Mini topics</b> Spring St Patrick's Day (17/3) World Poetry Day (21/3) Mother's Day (27/3) Easter</p>	<p>The Very Hungry Caterpillar Information texts about minibeasts The Tiny Seed What the Ladybird Heard</p> <p><b>Mini topics</b> St George's Day (23/4) VE Day (8/5) Queen's Platinum Jubilee (2-5/6) Spring</p>	<p>Traction Man is Here Oliver's Fruit Salad Information texts about real life superheroes How to Save a Superhero Kindness is my Superpower Supertato</p> <p><b>Mini topics</b> Summer Father's Day (19/6)</p>


<p>Personal, Social and Emotional Development</p> 	<p>Whole class charter</p> <p>Routines and boundaries</p> <p>Initiates play and keeps play going by responding to what others say</p> <p>Begin to form positive relationships with familiar adults</p> <p>Develop friendships with peers</p>	<p>Begin to resolve conflicts with peers</p> <p>Find solutions to conflicts with support</p> <p>Play cooperatively, taking turns with others</p> <p>Fasten own coat</p> <p>Dress and undress with increasing independence</p> <p>Talk about feelings - sad, happy, angry, worried</p> <p>Begin to understand how others might feel</p>	<p>Confident to try new activities</p> <p>Adapt behaviour to events, social situations and changes in routine</p> <p>Beginning to develop strategies to cope when things go wrong</p> <p>Show kindness towards others</p> <p>Discuss how they feel when things go well</p>	<p>Show resilience and perseverance when faced with a challenge</p> <p>Has good hygiene e.g. washes hands without reminders</p> <p>Begin to develop problem solving skills</p> <p>Cooperate with peers in a range of situations</p> <p>Show empathy in simple ways</p> <p>Develop strategies to cope when things go wrong</p>	<p>Follow instructions involving several ideas or actions</p> <p>Express own feelings and modify behaviour according to the situation</p> <p>Manages own basic hygiene and personal needs</p>	<p>Explain the reasons for rules</p> <p>Consider and respect the feelings of others</p> <p>Show resilience and perseverance when faced with a challenge</p> <p>Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, drinking plenty of water, importance of good oral hygiene, healthy eating, getting lots of sleep, being a safe pedestrian etc.</p> <p>Getting ready for Y1 - transition</p>
<p>Physical Development</p> 	<p><b>Gross motor</b></p> <p>Move in a range of ways e.g. hopping, skipping, running, jumping</p> <p>Begin to negotiate space and obstacles</p> <p><b>Fine motor</b></p> <p>Develop pencil grip</p> <p>Use paintbrushes with increasing control</p> <p>Manipulate objects with good fine motor skills</p> <p>Can copy some letters e.g. letters from their name</p>	<p><b>Gross motor</b></p> <p>Refine movement skills e.g. hopping, skipping, jumping, climbing</p> <p>Develop ball skills e.g. throwing, catching, kicking, passing, aiming</p> <p>Begin to negotiate space and obstacles</p> <p><b>Fine motor</b></p> <p>Show preference for a dominant hand</p> <p>Develop muscle tone</p> <p>Begin to use pincer grip to</p>	<p><b>Gross motor</b></p> <p>Confidently and safely use a range of large and small equipment</p> <p>Develop body strength</p> <p><b>Fine motor</b></p> <p>Begin to hold and use scissors effectively</p> <p>Begin to develop a tripod grip</p> <p>Continue to form recognisable letters</p>	<p><b>Gross motor</b></p> <p>Develop coordination, balance and agility</p> <p>Combine different movements with ease</p> <p>Carries and balances a range of objects</p> <p>Greater control over all large movements</p> <p><b>Fine motor</b></p> <p>Hold and use scissors effectively</p> <p>Develop a tripod grip</p>	<p><b>Gross motor</b></p> <p>Refine throwing and catching skills</p> <p><b>Fine motor</b></p> <p>Hold a pencil effectively - using a tripod grip in almost all cases</p> <p>Use cutlery with increasing control</p> <p>Develop drawing skills</p>	<p><b>Gross motor</b></p> <p>Sports Day activities</p> <p>Develop and refine gross motor skills</p> <p><b>Fine motor</b></p> <p>Begin to show accuracy and care when drawing</p> <p>Develop and refine fine motor skills</p> <p>Form letters correctly</p>

		control a pencil  Cut along a continuous line with scissors  Dress with minimal help  Begin to form some recognisable letters		Form recognisable letters, most of which are correctly formed  Develop drawing skills		
Communication and Language 	Experiment with words  Listen with increasing attention for a short period of time  Begin to ask questions  Use newly learnt vocabulary in contexts and role play situations  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Learn simple songs	Understand why listening is important  Confident to recite rhymes  Maintain attention when listening to stories  Answer simple questions about a story  Retell stories to a known sequence  Use newly learnt vocabulary in contexts and role play situations  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Develop social phrases	Answer where and who questions  Begin to retell stories  Use newly learnt vocabulary in contexts and role play situations  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Begin to articulate thoughts and ideas  Begin to ask relevant questions  Comment about what has happened in a story  Learn simple poems and songs	Listen and concentrate for sustained periods of time  Listen to and talk about stories and the characters in them  Begin to retell stories  Follow a story without pictures or props  Answer how and why questions  Use newly learnt vocabulary in contexts and role play situations  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Use complete sentences  Describe events and objects with extra detail	Participate in increasingly complex conversations  Craft well-formed sentences when expressing their ideas and feelings about their experiences  Add detail to spoken descriptions  Use newly learnt vocabulary in contexts and role play situations  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Sequence events in stories  Learn simple poems and songs	Respond to listening to a story with relevant questions, comments or actions  Use talk to aid problem solving and explanations  Use appropriate tenses and conjunctions in speech, with modelling and support  Hold conversation when engaged in back-and-forth exchanges  Offer explanations for why things might happen
Literacy 	Set 1  <b>Word reading and Comprehension</b> Listen to stories	Set 1/2  <b>Word reading and Comprehension</b> Look at books independently	Set 2  <b>Word reading and Comprehension</b> Begin to read words and simple captions	Set 2  <b>Word reading and Comprehension</b> Read words and simple sentences including words	Set 2  <b>Word reading and Comprehension</b> Read and understand simple sentences including words	Set 2  <b>Word reading and Comprehension</b> Use phonics to decode and knows some irregular

	<p>Describe main parts of a story</p> <p>Hear and say initial sound in words</p> <p><b>Writing</b> Know initial sound in spoken words e.g. cat begins with c</p> <p>Manipulate objects with good fine motor skills</p> <p>Give meaning to marks</p> <p>Use language for a range of purposes</p> <p>Develop pencil grip</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Retell stories to a known sequence</p> <p>Use newly learnt vocabulary in contexts and role play situations</p> <p>Begin to link sounds to letters</p> <p>Begin to blend sounds into simple words Continue a rhyming string</p> <p>Understanding of print - letters - words</p> <p>Begin to recognise some high frequency words</p> <p><b>Writing</b> Hear sounds within words</p> <p>Continue a rhyming string</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Begin to use pincer grip to control a pencil</p> <p>Can identify and write some phoneme/grapheme correspondences</p> <p>Begin to use some recognisable letter shapes to represent meaning</p> <p>Label with some initial sounds</p> <p>Begin to write simple words for labels or lists</p> <p>Write own name</p>	<p>Comment about what has happened in a story</p> <p>Recognise some single letter sounds</p> <p><b>Writing</b> Extend spoken vocabulary</p> <p>Begin to develop a tripod grip</p> <p>Continue to form recognisable letters</p> <p>Recognise some familiar words</p> <p>Write simple labels and captions</p> <p>Begin to use capital letters, finger spaces and full stops</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>with consonant clusters</p> <p>Guided reading - simple comprehension skills, questions Recognise some digraphs</p> <p>Use newly learnt vocabulary in contexts and role play situations</p> <p>Recognise some high frequency words</p> <p>Recognise all single sounds</p> <p><b>Writing</b> Develop a tripod grip</p> <p>Form recognisable letters, most of which are correctly formed</p> <p>Write for a range of purposes</p> <p>Spell words using phonic knowledge</p> <p>Form sentences orally</p> <p>Write simple captions and begin to write simple sentences</p> <p>Read back own writing</p> <p>Begin to use capital letters, finger spaces and full stops</p> <p>Write some digraphs</p> <p>Use ongoing assessments and planning to inform</p>	<p>with consonant clusters</p> <p>Guided reading - simple comprehension skills, questions Recognise some high frequency words</p> <p>Recognise some digraphs</p> <p><b>Writing</b> Hold a pencil effectively - using a tripod grip in almost all cases</p> <p>Write simple sentences</p> <p>Use some simple punctuation</p> <p>Form sentences orally</p> <p>Write some digraphs</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>words</p> <p>Guided reading - fluency, expression, simple comprehension skills, questions</p> <p>Begin to read some polysyllabic words</p> <p>Anticipate key events in stories</p> <p>Use and understand recently introduced vocabulary</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>Read some high frequency words</p> <p><b>Writing</b> Form letters correctly</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Write for different purposes</p>
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		Use ongoing assessments and planning to inform differentiation		differentiation		Use some capital letters, finger spaces and full stops  Begin to write some high frequency words  Use ongoing assessments and planning to inform differentiation
<p>Mathematics</p> 	<p><b>Number</b></p> <p>Recognise numerals to 5 Counting forwards and backwards 1:1 correspondence Sequencing Counting out a given number Number songs, rhymes and stories Begin to represent numbers using fingers Deep focus on individual numbers to 5</p> <p><b>Numerical Patterns</b></p> <p>Compare quantities up to 5 Verbally count to 10 and back</p> <p>Begin to continue ABAB patterns</p> <p>Talk about 2D shapes</p> <p>Use positional language</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p><b>Number</b></p> <p>Recognise numerals to 10 Counting forwards and backwards 1:1 correspondence Sequencing Counting out a given number Match objects to the numeral to 10 Subitise to 5 - use resources and fingers Count objects that can't be seen or moved Deep focus on individual numbers to 5 One more/one less from a group of up to 5</p> <p><b>Numerical Patterns</b></p> <p>Compare quantities up to 5 Verbally count to 10 and back</p> <p>Compare length</p> <p>Continue ABAB patterns Talk about and describe patterns Correct errors in patterns</p>	<p><b>Number</b></p> <p>Numbers to 10 focus Counting forwards and backwards Sequencing Counting out a given number Number songs, rhymes and stories Part whole model Deep focus on individual numbers to 8 Begin to understand composition of numbers to 5</p> <p><b>Numerical Patterns</b></p> <p>Recognise small quantities in familiar patterns and random arrangements</p> <p>Begin to create ABAB patterns</p> <p>Compare height</p> <p>Use simple non-standard measures</p> <p>Use ongoing assessments</p>	<p><b>Number</b></p> <p>Numbers to 10 focus Counting to 20 Sequencing Counting out a given number One more/one less from a group of up to 10 Deep focus on individual numbers to 10 Count an irregular arrangement of objects to 10 Know number bonds to 3 and 4 Composition of numbers to 5 Part whole model Find total number in two groups by finding out how many altogether Use language of more and fewer to compare Addition and subtraction facts</p> <p><b>Numerical Patterns</b></p> <p>Know doubles to 5 Verbally count to 20 Recognise small quantities in familiar patterns and random arrangements Compare quantities to 10</p>	<p><b>Number</b></p> <p>Numbers to 10 focus Deep focus on individual numbers to 10 Composition of numbers up to 10 - partitioning and recombining Addition and subtraction facts</p> <p><b>Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising patterns Compare quantities up to 10 in different contexts Know half of a number up to 10 Share evenly Begin to know odd and even numbers to 10 Odd and even numbers</p> <p>Problem solving</p> <p>Use vocabulary relating to shape</p> <p>Understand full/half full, empty/half empty</p> <p>Recap 2D and 3D shapes</p>	<p><b>Number</b></p> <p>Consolidating skills Know number bonds to 5 and some number bonds to 10 Composition of numbers up to 10 - partitioning and recombining Have a deep understanding of numbers to 10, including the composition of each number Recall corresponding subtraction facts</p> <p><b>Numerical Patterns</b></p> <p>Consolidating skills Odd and even numbers Verbally count beyond 20 Compare quantities up to 10 in different contexts</p> <p>Copy, continue and create patterns with varying rules Use patterns to support problem solving</p> <p>Decompose shapes</p> <p>Compare using weight, length and capacity</p>

		<p>Talk about 2D and 3D shapes Name some 2D shapes - rectangle, square, circle, triangle</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>and planning to inform differentiation</p>	<p>Create ABAB patterns and begin to continue patterns of varying rules</p> <p>Make patterns with a range of resources</p> <p>Compare weight and capacity</p> <p>Use vocabulary relating to shape Recognise shapes within shapes Describe and name some 3D shapes - cube, cuboid, sphere, cone, pyramid</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Use ongoing assessments and planning to inform differentiation</p>	<p>Make and test predictions when comparing weight, length or capacity</p> <p>Use ongoing assessments and planning to inform differentiation</p>
<p>Understanding the World</p> 	<p><b>Past and Present</b> Members of their family Photographs</p> <p><b>People, Culture and Communities</b> Harvest Halloween</p> <p><b>The Natural World</b> Autumn Water</p> <p>Use of iPads and IWB - games and 2simple</p> <p>Baking</p>	<p><b>Past and Present</b> Role of people in society e.g. doctors, lollipop men and women, fire fighters Name and describe familiar people</p> <p><b>People, Culture and Communities</b> Diwali/India/Food Bonfire Night Remembrance Day Hanukkah St Andrew's Day Christmas Churches and Mosques</p> <p><b>The Natural World</b> Magnets and forces Light and dark</p>	<p><b>Past and Present</b> Winter Olympics Similarities and differences</p> <p><b>People, Culture and Communities</b> New Year Chinese New Year China/Food</p> <p><b>The Natural World</b> Winter Ice investigation Freezing and melting Light and dark</p> <p>Creating simple pictures on 2simple Saving work</p>	<p><b>Past and Present</b> Members of their family Similarities and differences Talk about the past using photographs, memories and objects</p> <p><b>People, Culture and Communities</b> Local area walk Roads in the village Maps Features of our local area Pancake Day St Patrick's Day Mother's Day Easter</p>	<p><b>Past and Present</b> Talk about the past using photographs, memories and objects VE Day</p> <p><b>People, Culture and Communities</b> St George's Day Queen's Platinum Jubilee</p> <p><b>The Natural World</b> Spring Minibeasts Caring for caterpillars Drawing pictures of animals and plants Growing cress heads Life cycles Plants Explore and observe change</p>	<p><b>Past and Present</b> Role of people in society e.g. vets, dentists Summer - clothing, holidays</p> <p><b>People, Culture and Communities</b> Father's Day Maps</p> <p><b>The Natural World</b> Summer Differences between summer and autumn Compare different environments Changing states of matter</p> <p>Baking</p>

		<p>Floating and sinking</p> <p>Use of iPads, laptops and IWB - games and 2simple</p> <p>Exploring Beebots</p> <p>Baking</p>	Baking	<p><b>The Natural World</b></p> <p>Spring</p> <p>Differences between spring and winter</p> <p>Caring for the natural world</p> <p>Magnets and forces</p> <p>Beebots - instructional language</p> <p>Typing name and words</p> <p>CD player - interactive stories and songs</p> <p>Baking - melting</p>	<p>Baking</p> <p>Typing sentences</p> <p>CD player - interactive stories and songs</p> <p>Use technology as a means of recording e.g. taking a picture of a model created using a camera/iPad</p>	<p>Explore mechanical toys from the past e.g. typewriter</p>
<p>Expressive Arts and Design</p> 	<p><b>Creating with Materials</b></p> <p>Begin to create collaboratively</p> <p>Develop story lines in own play</p> <p>Explore a range of materials and tools</p> <p><b>Being Imaginative and Expressive</b></p> <p>Begin to use story telling in role play</p> <p>Explore and engage in dance</p>	<p><b>Creating with Materials</b></p> <p>Create collaboratively</p> <p>Use simple joining techniques</p> <p>Use tools safely</p> <p>Use a range of techniques</p> <p>Develop story lines in own play</p> <p>Experiment with colour</p> <p><b>Being Imaginative and Expressive</b></p> <p>Recite familiar rhymes</p> <p>Use story telling in role play</p> <p>Tell stories from real events and personal experiences</p> <p>Retell stories to a known sequence</p>	<p><b>Creating with Materials</b></p> <p>Construct with a purpose in mind</p> <p>Begin to make use of props and materials when role playing</p> <p><b>Being Imaginative and Expressive</b></p> <p>Enjoy moving to music</p> <p>Develop storylines in imaginative play</p> <p>Tap simple rhythms</p>	<p><b>Creating with Materials</b></p> <p>Talk about what they have made</p> <p>Begin to perform by themselves or in a group</p> <p><b>Being Imaginative and Expressive</b></p> <p>Begin to retell stories</p> <p>Sing and learn a range of rhymes and songs</p> <p>Develop colour mixing</p>	<p><b>Creating with Materials</b></p> <p>Express ideas using a range of artistic effects</p> <p>Explain the process they have used</p> <p><b>Being Imaginative and Expressive</b></p> <p>Invent own narratives and stories with others</p> <p>Sing and learn a range of rhymes and songs</p>	<p><b>Creating with Materials</b></p> <p>Work collaboratively</p> <p>Develop projects over an extended period of time</p> <p><b>Being Imaginative and Expressive</b></p> <p>Demonstrate understanding of stories by re-telling</p> <p>Perform songs, rhymes, poems and stories with others</p> <p>Move in time with music</p>

		Enjoy joining in with rhymes and songs  Develop colour mixing				
Possible trips/ visitors Engagement	Guisborough Woods trip Cook and bake throughout the year 'Hook' for topic engagement linked to the Gruffalo - footprints Supermarket role play Teddy bears' picnic	Play Factory trip Christmas performance Christmas post office role play Letter from Santa	Storyteller to visit Three bears cottage role play 'Hook' for topic engagement - signs Goldilocks has been in the three bears cottage Chinese food tasting Chinese café role play	Walk around the local area World Book Day dress up 'Hook' for topic engagement linked to Three Little Pigs (crime scene) Little Red Riding Hood - Grandma's cottage role play	Monk Park Farm trip Live caterpillars Making cress heads Flower shop role play	Children's entertainer to visit 'Hook' for topic engagement linked to Traction Man (photographs of Traction Man around school) Vets/Doctors role play Superhero den role play Sports Day
Parental engagement	RWINc/reading at home meeting iPad observations emailed Termly newsletter for parents Weekly activity/learning update for parents	Christmas craft afternoon (tbc) Christmas performance iPad observations emailed Weekly activity/learning update for parents	Maths stay and play - games Maths at home meeting iPad observations emailed Termly newsletter for parents Weekly activity/learning update for parents	Easter craft afternoon iPad observations emailed Weekly activity/learning update for parents	Writing meeting Termly newsletter for parents iPad observations emailed Minibeast ball Weekly activity/learning update for parents	Sports Day iPad observations emailed Weekly activity/learning update for parents End of year report