|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | | **Autumn 1** | | **Autumn 2** | |
| **Reception Cycle B Autumn** | Main project | **Let’s Explore**  **World** | | **Marvellous Machines**  **World** | |
| Memorable Experience | Explore the School Environment | | Marvellous Machines Video | |
| Companion projects | Build It Up | | Puppets & Pop Ups | |
| Suggested Texts | Where's Spot? – Eric Hill; We're Going on a Bear Hunt - Michael Rosen; A Bit Lost - Chris Haughton; Harold and the Purple Crayon - Crockett Johnson; You Choose - Pippa Godhart and Nick Sharratt; Mr Gumpy's Outing - John Burningham; The Pirates Next Door - Jonny Duddle; Captain Flinn and the Pirate Dinosaurs - Giles Andreae; The Night Pirates - Peter Harris; My Cat Likes to Hide in Boxes - Eve Sutton; The Way I Feel - Janan Cain; In Every House, on Every Street - Jess Hitchman ; Mini Rabbit Not Lost - John Bond; Where’s my Teddy – Jez Alborough; Explorers (My First Heroes) – Nila Aye; Monkey Puzzle – Julia Donaldson; Owl Babies – Martin Waddell | | You Can't Call an Elephant in an Emergency - Patricia Cleveland-Peck; You Can't Take an Elephant on a Bus - Patricia Cleveland-Peck; You Can't Let an Elephant Drive a Digger - Patricia Cleveland-Peck; We Catch the Bus - Katie Abey; Car, Car, Truck, Jeep - Katrina Charman; What Do Machines Do All Day? - Jo Nelson; Machine Poems – Jill Bennett; Vehicle ABC – Jannie Ho; No-Bot the Robot's New Bottom - Sue Hendra; No-Bot the Robot with No Bottom - Sue Hendra; The Robot and the Bluebird – David Lucas; Robo-Babies - Laura Gallagher; Rosie Revere, Engineer - Andrea Beaty; Mrs Armitage on Wheels - Quentin Blake; Mrs Armitage Queen of the Road - Quentin Blake; Peppa Pig's Family Computer – Ladybird; Dot - Randi Zuckerberg; Chicken Clicking - Jeanne Willis; Webster's Email - Hannah Whaley; The Internet is Like a Puddle - Shona Innes; Winnie's New Computer - Valerie Thomas; Harry and the Robots - Ian Whybrow | |
| Communication & Language | **Listening, Attention and Understanding**  By the end of the Autumn Term children should be able to:  ● Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity  ● May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span | | **Speaking**  By the end of the Autumn Term children should be able to:  ● Introduces a storyline or narrative into their play.  ● Links statements and sticks to a main theme or intention.  ● Use a range of tenses (e.g. play, playing, will play, played)  (Ongoing). | |
| PSED | **Self Regulation**  By the end of the Autumn Term children should be able to:  ● Talk about their own and others’ feelings and behaviour  and its consequences.  ● Seek support, “emotional refuelling” and practical help  in new or challenging situations.  ● Aware of behavioural expectations (ongoing). | **Managing Self**  By the end of the Autumn Term children should  be able to:  ● Be usually dry and clean during the day  ● Begin to have a clear idea of what they want to do in  their play.  ● Begin to follow rules and has some sense of right and  wrong. | | **Building Relationships**  By the end of the Autumn Term children should  be able to:  ● Return to the secure base of a familiar adult to recharge  and gain emotional support and practical help in difficult  situations.  ● Be proactive in seeking adult support and able to articulate their wants and needs.  ● Seek out companionship with adults and other children,  sharing experiences and play ideas. |
| Physical Development | **Gross motor skills**  By the end of the Autumn Term children should be able to:  ● Negotiate space successfully when playing racing and chasing games with other children.  ● Adjusts speed or change of direction to avoid obstacles | | **Fine motor skills**  By the end of the Autumn Term children should be able to:  ● Shows a preference for a dominant hand.  ● Uses simple tools to effect changes to materials.  ● Begins to form recognisable letters independently.  ● Copies letters.  ● Begins to use anticlockwise movement and retrace vertical lines. | |
| Literacy | **Comprehension**  By the end of the Autumn Term children should be able to:  ● Re-enacts and reinvents stories they have heard in their  play focusing on familiar and traditional stories and rhymes.  ● Is able to recall and discuss stories or information that has  been read to them.  ● Begins to be aware of the way stories are structured, and  to tell own stories | **Word Reading**  By the end of the Autumn Term children should be able to:  ● Begins to recognise some written names of peers, siblings or “Mummy”/”Daddy” for example.  ● Begins to develop phonological and phonemic awareness.  ● Hears and says the initial sound in words.  ● Begins to segment the sounds in simple words and blend  them together and knows which letters represent some  of them.  ● Starts to link sounds to letters.  ● Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes etc | | **Writing**  By the end of the Autumn Term children should be able to:  ● Use their developing phonic knowledge to write some  CVC words.  ● Use their developing phonic knowledge to produce  phonetically plausible attempts when producing labels  and captions e.g. final/end sounds  ● Form letters in their name correctly |
| Maths | **Number & Numerical Patterns**  By the end of the Autumn Term children should be able to:  ● Matches the numeral with a group of items to show  how many there are (up to 5).  ● In practical activities, adds one and subtracts one with  numbers to 10. | **Cardinality**  By the end of the Autumn Term children should be able to:  ● Engage in subitising numbers to four and maybe five | | **Composition**  By the end of the Autumn Term children should be able to:  ● Show awareness that numbers are made up  (composed) of smaller numbers, exploring partitioning  in different ways with a wide range of objects.  ● Begin to recognise that each counting number is one more than the one before. |
| Understanding the World | **Past and Present**  By the end of the Autumn Term children should be able to:  ● Comment on images of familiar situations in the past. | **People, Culture and Communities**  By the end of the Autumn Term children should be able to:  ● Enjoys joining in with family customs and routines  (ongoing).  ● Draw information from simple maps including immediate  environment and from stories. | | **The Natural World**  By the end of the Autumn Term children should be  able to:  ● Look closely at similarities, differences, patterns and change in nature (ongoing).  ● Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world (ongoing).  ● Makes observations of animals and plants and explains why some things occur and talks about changes (ongoing). |
| Expressive Arts & Design | **Being imaginative and Expressive**  By the end of the Autumn Term children should be able to:  ● Introduce a storyline or narrative into their play  ● Create representations of both imaginary and real-life ideas, events, people and objects e.g. makes a junk model of a fire engine, paints an imaginary monster, creates a playdough model of a flower. | | **Creating with Materials**  By the end of the Autumn Term children should be able to:  ● Begins to build a collection of songs and dances  ● Continues to explore colour and how colours can be changed  ● Taps out simple repeated rhythms  ● Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns | |
| Artist | Lucy Pittaway (Local Artist) | | | |
| GG | 1. No Poverty | | 7. Affordable & Clean Energy | |
| Great Dream | G Giving; R Relating | | E Exercise; A Awareness | |
| Music  Reception |  | |  | |
| PEAK PE  Reception |  | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | | **Spring 1** | | **Spring 2** | |
| **Reception Cycle B Spring** | Main project | **Long Ago**  **World** | | **Ready Steady Grow**  **World** | |
| Memorable Experience | Long Ago Video & Exhibits from the Past | | Farm Visit | |
| Companion projects | Stories & Rhymes | | Signs of Spring | |
| Suggested Texts | Alfie at Nursery School - Shirley Hughes; Peepo! - Janet and Allan Ahlberg;  The Baby's Catalogue - Janet and Allan Ahlberg; Coming to England - Floella Benjamin; The Big Alfie and Annie Rose Storybook - Shirley Hughes; Lucy & Tom At School - Shirley Hughes; Lucy & Tom At the Seaside - Shirley Hughes; The Tiger Who Came to Tea - Judith Kerr; Mog the Forgetful Cat - Judith Kerr; My Two Grannies - Floella Benjamin; Major Glad, Major Dizzy - Jan Oke; Rosie's Hat - Julia Donaldson; Classic Nursery Rhymes - Chris Riddell; The History of Toys - Helen Cox Cannons; Where in the World? (Famous Buildings and Landmarks, Then and Now) - Baby Professor; Cities Then and Now - Joe Fullman; Clothes Then and Now - Julie Haydon; Houses Then and Now - Rose Goldsmith; Sport Then and Now - Shilo Berry; Seaside Holidays Then and Now - Clare Hibbert; Toys and Games Then and Now - Robin Nelson; Spot Visits His Grandparents - Eric Hill; Joy - Corrinne Averiss;  My Grandma and Me - Mina Javaherbin; When I Was a Child - Andy Stanton; Whizz Pop Granny, Stop! - Tracey Corderoy; My Two Grandad's - Floella Benjamin;  Grandma Bird - Benji Davies; Grandad's Island - Benji Davies; My Grandpa is Amazing - Nick Butterworth; Once There Were Giants - Martin Waddell; One Year with Kipper - Mick Inkpen; The Doorbell Rang - Pat Hutchins; The Tale of Two Bad Mice - Beatrix Potter; Cinderella (Ladybird First Favourite Tales) - Ailie Busby; The Elves and the Shoemaker (Ladybird First Favourite Tales) - Lorna Read; Sleeping Beauty - Heather Amery; The Princess and the Pea - Susanna Davidson; The Emperor's New Clothes - Alison Edgson; Puss in Boots - Campbell Books | | The Gigantic Turnip - Aleksei Tolstoy; Handa's Surprise - Eileen Browne; Oliver's Vegetables - Vivian French; Jack and the Beanstalk (Ladybird First Favourite Tales) - Iona Treahy; Eating the Alphabet - Lois Ehlert; Jasper's Beanstalk - Nick Butterworth & Mick Inkpen; Rosie's Walk - Pat Hutchins; The Little Red Hen (Ladybird First Favourite Tales) - Lesley Sims; Muddle Farm - Axel Scheffle;  Farmer Duck - Martin Waddell; Marvin Gets MAD! - Joseph Theobald; Marvin Wanted MORE! - Joseph Theobald; The Pig in the Pond - Martin Waddell | |
| Communication & Language | **Listening, attention and understanding**  By the end of the Spring Term children should be able to:   * Begin to understand humour, e.g. nonsense rhymes, jokes * Follow a story without pictures or props * Understand questions such as who; why; when; where and how * Listen and respond to ideas expressed by others in conversation or discussion | | **Speaking**  By the end of the Spring Term children should be able to:   * Use language to imagine and recreate roles and experiences in play situations. * Use talk to organise, sequence and clarify thinking, ideas, feelings and events. * Begin to use more complex sentences to link thoughts (e.g. using and, because). * Use a range of tenses (e.g. play, playing, will play, played) (Ongoing). | |
| PSED | **Self-regulation**  By the end of the Spring Term children should be able to:   * Understand their own and other people’s feelings, offering empathy and comfort. * Be more able to manage their feelings and tolerate situations in which their wishes cannot be met. * Be aware of behavioural expectations (ongoing). | **Managing self**  By the end of the Spring Term children should be able to:   * Show some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. * Have a clear idea about what they want to do in their play and how they want to go about it. * Seek ways to manage conflict for example through holding back, sharing, negotiation and compromise. | | **Building relationships**  By the end of the Spring Term children should be able to:   * Be increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours * Represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others * Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. |
| Physical Development | **Gross motor skills**  By the end of the Spring Term children should be able to:   * Choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. * Jump off an object and lands appropriately using hands, arms and body to stabilise and balance * Travel with confidence and skill around, under, over and through balancing and climbing equipment | | **Fine motor skills**  By the end of the Spring Term children should be able to:   * Use a pencil and holds it effectively to form recognisable letters. * Apply sufficient pressure to a pencil to draw and write effectively. | |
| Literacy | **Comprehension**  By the end of the Spring Term children should be able to:   * Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. * Enjoy an increasing range of print and digital books, both fiction and non-fiction | **Word reading**  By the end of the Spring Term children should be able to:   * Begin to develop phonological and phonemic awareness * Continues a rhyming string and identifies alliteration * Begin to link sounds to some frequently used digraphs, e.g. sh, th, ee * Start naming and sounding the letters of the alphabet * Begin to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. | | **Writing**  By the end of the Spring Term children should be able to:   * Begin to break the flow of speech into words, orally composing before writing. * Use their developing phonic knowledge to write phrases for a range of purposes. * Use a tripod grip effectively. |
| Maths | **Number & Numerical Patterns**  By the end of the Spring Term children should be able to:   * Be increasingly confident at putting numerals in order 0 to 10 (ordinality). * Match the numeral with a group of items to show how many there are (up to 10). * Estimate of numbers of things, showing understanding of relative size. | **Cardinality**  By the end of the Spring Term children should be able to:   * Count out up to 10 objects from a larger group | | **Composition**  By the end of the Spring Term children should be able to:   * Begin to conceptually subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three |
| Understanding the World | **Past and Present**  By the end of the Spring Term children should be able to:   * Talk about past and present events in their own life. | **People, Culture and Communities**  By the end of the Spring Term children should be able to:   * Know that other children do not always enjoy the same things, and is sensitive to this. * Enjoy joining in with family customs and routines (ongoing). | | **The Natural World**  By the end of the Spring Term children should be able to:   * Know about similarities and differences in relation to objects, materials and living things. * Make observations of animals and plants and explains why some things occur and talks about changes (ongoing). |
| Expressive Arts & Design | **Being imaginative and expressive**  By the end of the Spring Term children should be able to:   * Initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences * Choose particular movements, instruments/sounds, colours and materials for their own imaginative purposes * Respond imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth | | **Creating with materials**  By the end of the Spring Term children should be able to:   * Make music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to * Develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. | |
| Artist | Piet Mondrian – Using squares linked to shape | | | |
| GG | 6. Clean Water & Sanitation | | 3. Good Health & Wellbeing | |
| Great Dream | T. Trying Out | | D Direction; R Resilience | |
| Music  Reception |  | |  | |
| PEAK PE  Reception |  | |  | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Term** | | **Summer 1** | | **Summer 2** | |
| **Reception Cycle B Summer** | Main project | **Animal Safari**  **World** | | **Big Wide WorldOn The Beach**  **Not Yet Available** | |
| Memorable Experience | Animal & Reptile Visit to Zoo | |  | |
| Companion projects | Creep, Crawl and Wriggle | | Move It | |
| Suggested Texts | Book of Animals - Here We Are - Oliver Jeffers; Animal Homes - Libby Walden;  Animals Are Delicious - Sarah Hutt; Doing the Animal Bop - Jan Ormerod; Little Kids First Big Book of Animals - Catherine D Hughes; A First Book of Animals - Nicola Davies; Little Red and the Very Hungry Lion - Alex T Smith; Walking Through the Jungle - Julie Lacome; The Koala Who Could - Rachel Bright; Dear Zoo - Rod Campbell; Dancing Birds and Signing Apes - Smriti Prasdam-Halls; From Head to Toe - Eric Carle; Handa's Hen - Eileen Browne; Handa's Noisy Night - Eileen Browne; Handa's Surprise - Eileen Browne; Hello, Hello - Brendan Wenzel;  Yes - Jez Alborough; Play - Jez Alborough; Hug - Jez Alborough; Look After Us - Rod Campbell; Monkey Puzzle - Julia Donaldson; Monkey and Me - Emily Gravett;  Greedy Zebra - Mwenye Hadithi | |  | |
| Communication & Language | **Listening, attention and understanding**  By the end of the Summer Term children should be able to:   * Understand a range of complex sentence structures including negatives, plurals and tense markers | | **Speaking**  By the end of the Summer Term children should be able to:   * Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. * Use a range of tenses (e.g. play, playing, will play, played) (Ongoing). | |
| PSED | **Self-Regulation**  By the end of the Summer Term children should be able to:   * Attempt to repair a relationship or situation where they have caused upset and understands how their actions impact other people. * Seek ways to manage conflict, for example through holding back, sharing, negotiation and compromise * Be aware of behavioural expectations (ongoing). | **Managing Self**  By the end of the Summer Term children should be able to:   * Eat a healthy range of foodstuffs and understands need for variety in food * Show confidence in choosing resources and perseverance in carrying out a chosen activity. * Explain the reason for rules, knowing right from wrong. | | **Building Relationships**  By the end of the Summer Term children should be able to:   * Be increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support |
| Physical Development | **Gross motor skills**  By the end of the Summer Term children should be able to:   * Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk * Show increasing control over an object in pushing, patting, throwing, catching or kicking it | | Fine motor skills  By the end of the Summer Term children should be able to:   * Handle tools, objects, construction and malleable materials safely and with increasing control and intention. * Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. * Can use a tripod grip to hold a pencil. | |
| Literacy | **Comprehension**  By the end of the Summer Term children should be able to:   * Describe main story settings, events and principal characters in increasing detail. * Recall, discuss and verbally answer questions about stories or information that they have read themselves. | **Word Reading**  By the end of the Summer Term children should be able to:   * Engage with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text. * Read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. | | **Writing**  By the end of the Summer Term children should be able to:   * Use their developing phonic knowledge (including some digraphs) to write simple sentences that can be read by others. * Use finger spaces in writing. * Show awareness of full stops in their writing. * Form most letters correctly (upper and lower case). |
| Maths | **Comparison**  By the end of the Summer Term children should be able to:   * Use number names and symbols when comparing numbers, showing interest in large numbers * Begin to explore and work out mathematical problems including sharing, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and “+” or “-“ * Recall some doubling facts. * Recall number bonds to 5 including subtraction facts. * Recall some number bonds to 10. * Begin to recognise odds and evens. | | | |
| Understanding the World | **Past and Present**  By the end of the Summer Term children should be able to:   * Talk about past and present events in the lives of family members. * Compare and contrast characters from stories, including figures from the past | **People, Culture and Communities**  By the end of the Summer Term children should be able to:   * Talk about the features of their own immediate environment and how environments might vary from one another. * Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. * Enjoy joining in with family customs and routines (ongoing). * Create simple maps including simple features of their environment or from stories. | | **The Natural World**  By the end of the Summer Term children should be able to:   * Talk about the features of their own immediate environment and how environments might vary from one another. * Make observations of animals and plants and explains why some things occur and talks about changes (ongoing). |
| Expressive Arts & Design | **Being Imaginative and Expressive**  By the end of the Summer Term children should be able to:   * Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. * Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative * Use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping | | **Creating With Materials**  By the end of the Summer Term children should be able to:   * Express and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts * Use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking | |
| Artist | Claude Monet – The Beach at Trouville | | | |
| GG | 15. Life on Land | | 14. Life Below Water | |
| Great Dream | E. Emotions | | A. Acceptance; M. Meaning | |
| Music  Reception |  | |  | |
| PEAK PE  Reception |  | |  | |