



Jerry Clay Academy

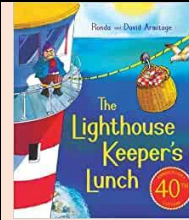
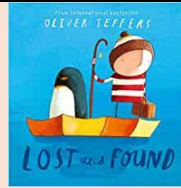
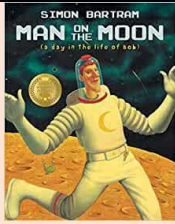
Reception Long Term Curriculum Plan



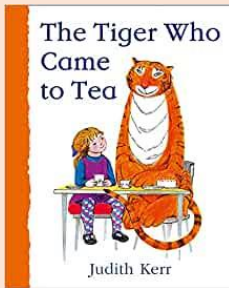
	<p>Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer</p> <p>We value our caring learner trait by respecting others and showing good behaviour and polite manners.</p> <p>School Rules Class Rules School Values Behaviour in School</p>	<p>Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer</p> <p>We value our perseverance learner trait so we can tackle difficulties in School and in our life.</p> <p>We value our teamwork learner trait as together we learn.</p>	<p>Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer</p>	<p>Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer</p>	<p>Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer</p> <p>We value taking risks as it helps us to become confident people.</p> <p>Moving to a new Class. Transition to year 1.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PHSCE/RSE</p> <p>Health and Wellbeing</p> <p>Living in the wider world</p> <p>Relationships</p>	<p>All about me me and my Family Who are my friends? What foods do I like?</p> <p>Harvest</p> <p>Mental Well-being</p>	<p>How do I keep safe? – road safety</p> <p>Antibullying week</p> <p>Mental wellbeing</p> <p>Families and people who care for me</p>	<p>Understanding and respecting other cultures</p> <p>New year's resolutions</p> <p>Mental well-being.</p>	<p>Easter</p> <p>Shrove Tuesday and Mother's Day.</p> <p>Caring for the environment.</p> <p>Recycling and pollution.</p>	<p>Teamwork</p> <p>Sports Day</p> <p>Planting seeds- caring for our environment</p> <p>Nurturing and caring</p>	<p>Feelings and change</p> <p>RSE - Caring and friendships.</p> <p>Mental wellbeing.</p>

<p>PHSCE / RSE 1 Decision Resource. See online progression and mapping document for further details.</p>	<p>Relaxation techniques</p> <p>Physical health and fitness</p>  <p>Keeping and Staying Healthy -Develop an understanding of the importance of making healthy choices (allergies, diet, sleep, screen time, germs and health).</p> <p>Feelings and Emotions -Understand emotions. -Develop strategies for managing feelings. -Understand that it is ok to ask for help.</p>	<p>Sharing and how we treat others</p>  <p>Keeping and Staying Safe -Identifying risks to keep ourselves and others safe, -Understand that rules are to keep ourselves and others safe.</p> <p>Relationships -Managing friendships and social interactions. -Being aware of our own needs and having empathy for and understanding others.</p>	<p>Mindfulness and yoga.</p> <p>RSE– being safe Mental well being</p> <p>Health and safety and online safety.</p> <p>Being Responsible -Understand that sometimes we have to do things we don't like doing. -Developing a sense of responsibility.</p> <p>Keeping and Staying Safe -Identifying risks to keep ourselves and others safe, -Understand that rules are to keep ourselves and others safe.</p> <p>Computer and Online Safety -Understand risks and how to stay safe</p>	<p>RSE – Self regulation. Exploring feelings. Sharing with others. Managing self. Exploring individual differences.</p> <p>Feelings and Emotions -Understand emotions. -Develop strategies for managing feelings. -Understand that it is ok to ask for help.</p> <p>Relationships -Managing friendships and social interactions. -Being aware of our own needs and having empathy for and understanding others.</p> <p>Our World Understand similarities and differences. -Identify people who help us in our local community.</p>	<p>RSE - Caring and friendships</p> <p>Building Relationships -Managing friendships and social interactions. -Being aware of our own needs and having empathy for and understanding others.</p> <p>Our World -Understand similarities and differences. -Identify people who help us in our local community. -Respecting our local environment.</p>	<p>Change and Transitions -Manging new experiences -Taking on a new challenge -Building confidence -Manging changes at home</p>
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			when using technology.	-Respecting our local environment		
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Starting points	Marvellous Me	Into Woods	Frozen Planet	Under the Sea	Circle of Life	Miniature Worlds
LITERACY						
Literacy Key Texts	<p>Core texts: Owl Babies</p> 	<p>Core texts: Little Red Riding Hood</p> 	<p>Core texts: Snow Bears</p> 	<p>Core texts: Rainbow Fish</p> 	<p>Core texts: Little Green Hen</p> 	<p>Core texts: Mad about Minibeasts (factual)</p> 
	<p>Whatever Next</p> 	<p>The 3 Little Pigs (and alternative stories)</p> 	<p>The Great Explorer</p> 	<p>Tiddler</p> 	<p>The Tiny Seed</p> 	<p>Spinderella</p> 
	<p>The Man in the Moon</p>	<p>Hansel and Gretel</p>	<p>Lost and Found</p>	<p>Lighthouse Keepers Lunch</p>	<p>The Three Billy Goats Gruff</p>	<p>Twist and Hop the Minibeast Bop</p>



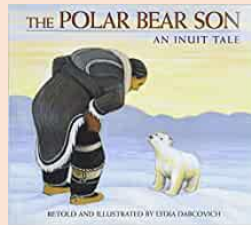
The Tiger who came to Tea



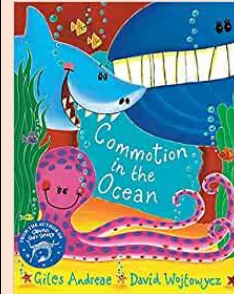
Stickman



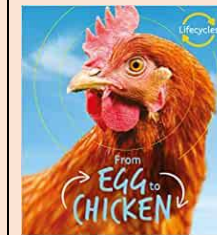
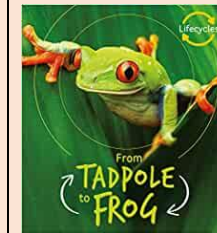
The Polar Bears Son (Inuit)



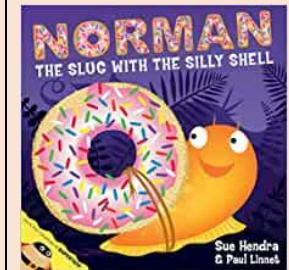
Commotion in the Ocean



Animal Life cycles (Factual Book)



Norman, the Slug with the silly shell



Pumpkin Soup

Non-Fiction Text (Red Foxes/badgers/Hedgehogs/Owls)

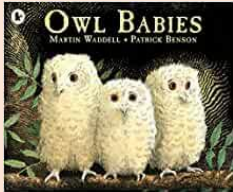
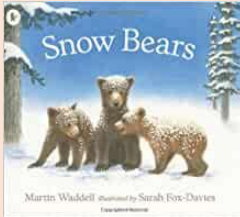
Arctic Creatures Factual Book

Sharing a Shell

What the Ladybird Heard

Super worm

			 			
		<p>The Christmas Story</p> 		<p>Harris the Hero</p> 		<p>The Very Lazy Ladybird</p> 
<p>Literacy Supplementary Texts</p>	<p>Mr Big Oliver's Vegetables Ruby's Worry Welcome to my World All Kinds of Families Kippers Birthday We're Going on a Bear Hunt</p>	<p>The Colour Monster Non-Fiction books about Woodland animals – Bats, badgers, hedgehogs, hares, owls. Traditional Tales - Goldilocks and the 3 bears, Hansel and</p>	<p>The Rainbow Bear Poles Apart Introducing Antarctica Arctic Life Arctic Fox Books about Winter. Changing Seasons. For example,</p>	<p>My Encyclopaedia of Very Important Animals The Fish who could Wish How the body works Rebel animals AT RISK- stories of survival. The Snail and the Whale The Singing Mermaid Someone swallowed Stanley</p>	<p>The Gigantic Turnip Ten seeds The Little Guide to Wild Flowers The Little Gardener Titch The Big book of Blooms</p>	<p>Bird builds a nest The Big book of Bugs Usborne peep inside bug homes Walters Wonderful web Factual books about minibeasts and habitats Snail Trail Diary of a fly Yucky Worms</p>

		<p>Gretel, The Gingerbread Man.</p> <p>Books about Seasons including The Tree and Leaf man.</p> <p>Diwali</p>	<p>Goodbye Autumn, Hello Winter.</p>	<p>Over in the Ocean in a Coral Reef.</p> <p>Welcome to the Coral Reef.</p> <p>Factual books about Fossils.</p> <p>Life Cycle of a turtle</p>	<p>Jaspers Beanstalk</p> <p>Mama Miti</p> <p>Only one you</p> <p>The Very Hungry Caterpillar</p> <p>Factual books about the Life Cycle of animals including ducks, frogs and caterpillars</p> <p>Tad</p> <p>If all the world were</p>	<p>Insect detective</p>
<p>Literacy</p> <p>Repeated Texts (Fiction, Poem, non-fiction)</p>	<p>Repeated texts</p> <p>Owl Babies</p> 	<p>Repeated texts</p> <p>Farmer Duck</p> 	<p>Repeated texts</p> <p>Snow Bears</p> 	<p>Repeated texts</p> <p>Rainbow Fish</p> 	<p>Repeated texts</p> <p>Little Green Hen</p> 	<p>Repeated texts</p> <p>Colin the Chameleon</p> 
	<p>Elmer</p> 	<p>Burglar Bill</p> 	<p>Billy and the Beast</p> 	<p>Tiddler</p> 	<p>The Tiny Seed</p> 	<p>Twist and Hop the Minibeast Bop</p> 

	Cake a saurus Poem	Where am I Poem	Bedtime March Past Poem	O O the Story Man Poem	Zanzibar Poem	Zim Zam Zoom (Poem)
	The Gruffalo	Mr Wolfs Pancakes	Six Dinner Sid	Dougal the deep- sea diary	What the ladybird heard	Super worm
						
	Jabari Jumps	Stickman	Non-Fiction Text (TBC)	Julian is a mermaid	Oi frog	CinderElla
						
	Handa's Surprise	Non-Fiction Extract- Woodland Animals.		The Proudest Blue	I am Enough	
						

Talk through Topic Talking Floor Books	Ourselves, family, and School	Our natural world and British wildlife	Seasons	David Attenborough	Growing	Minibeasts
	Our local community and city	Seasons	Extreme conditions and arctic animals	Sea life / sea creatures	Life cycles	Managing me
	Looking after our community and ourselves	Woodland Creatures	Winter plants Environment	Pollution and Recycling	Farm Animals	Change / Transition Creative Arts Project / Individual Projects
Deliberate Teaching of new language	Identity	Woodland	Arctic	Sea words	Growing	Insect
	Unique	Forest	Polar regions	Ocean	Flowers	Habitat
	Special	Tree	Freezing	Current	Blossom	Pollen
	Characteristics	Trunk	Polar Bear	Waves	Petal	Pollination
	Qualities	Bark	Penguins	Tide	Fruit	Nectar
	Interests	Shrub	Melting	Algae	Roots	Hive
	Siblings	Vegetation	Summer	Coral reef	Stem	Swarm
	Hobbies	Habitat	Spring	Seaweed	Bulb	Pupa
	Town	Camouflage	Autumn winter	Marine	Seed	Cocoon
	Village	Growth	Season	Harbour	Growth	Chrysalis
	Location	shelter	Sun	Pollution	Shoots	Larva
		Shadow	Day	Reuse	Living	Metamorphosis
	Ariel	Track	Night	Reduce	Dead	Transform
	Map	Day	Moon	Recycle	Habitat	Protect
	Directions	Night	Light	Atlantic	Prey	Emerge
	Positional Language	Living	Dark	Pacific	Predator	Lifecycle
	Community	Dead	Living	Indian	Desert	Species
		Nocturnal	Dead	Tsunami	Pond	Antennae
		Remembrance	Habitat	Life cycle	wildlife	Climate
		Peace	Prey	Habitat	nature	Nest
	Conflict	Predator	Fossil	habitat	Territory	
	Honour	Woodland	Zone	Lifecycle	Garden	
	Protect	Pond	Seabed		Creature	
	Victory	Desert	Planet		Meadow	
		Wildlife	Environment		Woodland	

			Nature			Shelter
Phonics	<p>Set 1 sounds (Assess group b by end of half term). Read all single letter sounds speedily 25 sounds.</p> <p>Oral blending (Fred Talk) Early word time use of magnetic whiteboards to build reading routine. Spell with Fred fingers Assess after 4 weeks.</p>	<p>Set 1 sounds (assess at group c by end of half term) Read all single letter sounds speedily.</p> <p>Oral blending Word time – ready to move to green words. Spelling with Fred fingers (Progress groups).</p>	<p>Ditty Teach special friends from set 1 Word time Start nonsense words Spelling with Fred fingers (progress groups)</p>	<p>Red Read all set 1 sounds (31 sounds) Read 4/5 sound words Spelling with Fred fingers Story books Get writing</p>	<p>Green Teach set 2 sounds (first 6 sounds of set 2) Read 1:1 – 1.7 words Spelling with Fred fingers Story books and get writing</p>	<p>Purple Read all 37 sounds (set 1 and 6 of set 2 sounds) Speedily read 1.7 words Spelling with Fred fingers Story books Get writing</p>
Provision and provocations linked to the theme	See weekly provision planning for indoors and outdoors					
Let's Celebrate	<p>Oct – Eid and Halloween, Black History Month Nov – Diwali and Remembrance Day Dec – Hannukah, advent and Christmas-Christingle at St Anne's church, Wrenthorpe</p>	<p>Jan – Chinese New Year Feb – Shrove Tues and Lent March – Mother's Day and St Patrick's Day April – St George's Day</p>	June – Eid and Father's Day			
Visits and Experiences	Local walk around Wrenthorpe	St Anne's Church, Wrenthorpe.	Canon Hall Farm RSPB Nature Reserve. Wrenthorpe Park			

Parental Engagement	Friday Library & weekly celebration of learning Christmas Activity morning		Friday Library & weekly celebration of learning		Friday Library & weekly celebration of learning Creative Arts Gallery	
Studio (EAD)- Outside environment	<p>Drawing Small skills using a range of skills (pencils, hands, chalks, wax) Draw with different materials</p> <p>Baking</p>	<p>Printing. Develop and use colour line pattern line and space. Use a range of tools to make coloured marks. E.g., glue sticks Simple repeated patterns using concrete objects E.g., buttoned, stones, blocks and beads. Make a regular pattern based on real life. E.g., animal skins. Printing to different textures e.g., clay and dough. Make rubbings to show a range of patterns.</p> <p>Design</p>	<p>Collage Simple collages Using pasta, beans and larger tactile objects Drawing Charcoal drawing</p>	<p>Painting colour Line and pattern and shape Form and space Paint with different materials Experiment with primary colours Explore mixing colours Use a variety of tools to spread paint e.g., small straws match sticks Explore sponges</p> <p>Design and make a fish</p>	<p>Artists' Focus Add pics of books Observe and draw plants and animals Explore and refine a range of artistic effects to explore ideas and feelings.</p>	<p>Mixed media project (link to creative arts)</p> <p>Design and create a miniature world.</p>
Songs and Rhymes	<p>Number and Nursery rhymes (examples) -1, 2, 3, 4, 5 Once I caught a fish alive. -Hickory, Dickory Dock</p>	<p>Number rhymes and Songs continued (examples) -If your happy and you know it</p>	<p>I am a Polar Bear Penguin song Continent's song</p>	<p>Sea shanty songs -When I was 1 -A pirate went to Sea -Row, Row, Row your boat</p>	<p>Nursery Rhymes and Songs -Five Little Speckled Frogs -Where is the Beehive</p>	<p>End of Year productions songs. Friendship Songs Charanga Music EYFS.</p>

	-3 Blind Mice -5 Little Monkeys -5 Current buns Good morning, Song Days of the Week Song. Once there was an Elephant. Down in the Jungle	-The Grand old Duke of York -Heads, Shoulders, Knees and Toes *In Spanish* Months of the Year Song. Big Red Combine Harvester Christmas Nativity Songs!		-Under the Sea Easter Songs -Chick, Chick, chick, chick, chicken Chick – A – Boom	-There's a Tiny Caterpillar -Insy, wincy Spider -Wiggly Woo The Ants go Marching Song Creative Arts Week Song.	
Role Play	Home Corner / Café	Cottage in the Woods / Shop	Arctic Explorer Base Camp / Lost and Found Office	Farm / Vets / Shop Aquarium / Travel agents	Plant shop Scientific discovery area	Minibeast Discovery Centre
Physical Development Handwriting Gross and Fine Motor / Health and Safe Care	Write Dance Finger / Dough Disco / ribbons Hygiene, personal needs and dressing. Outdoor Focus – manipulating and transporting resources.	Write Dance Finger / Dough Disco / ribbons Importance of physical exercise. Yoga Outdoor Focus – manipulating and transporting resources. Progress towards a more fluent style of	Handwriting Practice Healthy diet and exercise STEM Yoga Develop the overall body strength,	Handwriting Practice Healthy diet and exercise STEM Yoga Confidently and safely use a range of large and small	Handwriting Practice Alphabet – upper- and lower-case letters. STEM Develop overall body-strength,	Handwriting Practice Alphabet – upper- and lower-case letters. Outdoor Learning Day Negotiate space and obstacles safely, with consideration for themselves and others

	<p>Walk, jump, run and crawl with increasing control</p> <ul style="list-style-type: none"> • Have an established dominant hand • Begin to use a range of tools safely and appropriately 	<p>moving, with developing control and grace.</p> <ul style="list-style-type: none"> • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently <p>-hold pencil correctly, use scissors with some control and use a knife and fork independently</p>	<p>coordination, balance and agility needed to engage successfully with future pe lessons.</p> <ul style="list-style-type: none"> • Children to, spin, rock, tilt, fall, slide and bounce. • Combine different movements with ease and fluency <p>-opportunities to move that require quick changes of speed and direction.</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing (patience, turn-taking and self-control when they need to line up and wait. -mealtimes 	<p>apparatus indoors and outside, alone and in a group.</p>	<p>balance, coordination and agility.</p> <ul style="list-style-type: none"> • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> • Develop confidence, competence, precision and accuracy when engaging in activities that involve different sized balls. • Introduce children to balls games with teams, rules and targets. • Begin to show accuracy and care when drawing. • To form letters accurately and with speed.
<p>Communication & Language</p>	<p>Become familiar with our repeated reads and begin talking about the settings and the characters</p> <ul style="list-style-type: none"> • Begin to build a bank of specific vocabulary when 	<p>Develop a range of social phrases for use throughout the day</p> <ul style="list-style-type: none"> • Know why it is important to listen in a range of different contexts 	<p>Continue to develop their knowledge of subject specific and every day vocabulary</p> <ul style="list-style-type: none"> • Talk about a range of objects and events in greater detail. • Share their thoughts and ideas 	<p>Use taught vocabulary with confidence when talking and playing</p> <ul style="list-style-type: none"> • Use vocabulary gained from books when talking and playing. Listen attentively in a greater range of contexts 	<p>Continue to learn and use new vocabulary throughout the day</p> <ul style="list-style-type: none"> • Narrate events and talk about previous events 	<p>Listen attentively and respond to what they hear when being read to and in whole class discussions</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions

	<p>talking about families and autumn</p> <ul style="list-style-type: none"> • Enhance their repertoire of songs and rhymes • Begin to share non-fiction books <p>Comprehension</p> <p>Retell the repeated read books</p> <ul style="list-style-type: none"> • Share non-fiction books as a group to understand vocabulary about ourselves, family, and school, our local community and city <p>-Looking after our community and ourselves</p>	<ul style="list-style-type: none"> • Share their ideas with their friends and a familiar adult • Begin to ask questions to find out more • Use taught vocabulary with growing confidence when playing and talking • Use past tense appropriately when talking about things that have happened • Use phrases from the repeated read stories when looking at the books independently. • Begin to pay attention to how rhymes and songs sound • Know that non-fiction books can be used to find out information <p>Comprehension</p> <p>Use phrases from the repeated read stories when looking at the books independently.</p> <ul style="list-style-type: none"> • Begin to pay attention to how rhymes and songs sound • Know that non-fiction books can be used to find out information 	<p>with increasing confidence with a larger group</p> <ul style="list-style-type: none"> • Begin to use future tense correctly when talking about things that are going to happen <p>Retell the repeated read stories using their own words and familiar phrases</p> <ul style="list-style-type: none"> • Show an awareness of rhyming words in familiar rhymes and songs • Listen to and talk about familiar non-fiction books <p>Comprehension</p> <p>Retell the repeated read stories using their own words and familiar phrases</p> <ul style="list-style-type: none"> • Show an awareness of rhyming words in familiar rhymes and songs • Listen to and talk about familiar non-fiction books based on appropriate themes 	<ul style="list-style-type: none"> • Be able to talk about their thoughts and ideas using longer sentences • Begin to use a range of tenses when speaking • Talk about familiar stories in greater detail • Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song <p>Comprehension</p> <p>Talk about familiar stories in greater detail (character, settings)</p> <ul style="list-style-type: none"> • Begin to predict what might happen next in stories • Begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song 	<ul style="list-style-type: none"> • Describe events in some detail • Use talk to help work out problems • Begin to ask questions to gain a better understanding / clarify their thinking • Begin to use connectives to connect their ideas when speaking • Talk about what might happen and how things work • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Begin to 'clap out' longer, interesting words in familiar rhymes and songs • Continue to explore non-fiction texts linked with new 	<p>to clarify their understanding</p> <ul style="list-style-type: none"> • Participate in discussions in a range of different contexts • Offer explanations for why things might happen using learned vocabulary • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with support <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction,
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		<ul style="list-style-type: none"> • Begin to talk about characters from familiar books 			<p>knowledge and vocabulary</p> <p>Comprehension</p> <p>Begin to 'clap out' longer, interesting words in familiar rhymes and songs</p> <ul style="list-style-type: none"> • Continue to explore non-fiction texts linked with new knowledge and vocabulary • Sequence events from familiar stories 	rhymes and poems and during role-play
Writing	<p>Words, lists, cards and captions</p> <p>Writes their name independently</p> <ul style="list-style-type: none"> • Form the capital letter at the start of their name correctly • Form some recognisable letters • Spell CVC words using Fred Fingers 	<p>Words, lists, cards and captions</p> <p>Form capital letters correctly in words that are important to them e.g., family names</p> <ul style="list-style-type: none"> • Form some recognisable letters • Begin to write simple labels and captions 	<p>Simple sentences</p> <p>Action Words (High frequency words introduced)</p> <p>Begin to combine words to write short phrases</p> <ul style="list-style-type: none"> • Spell words confidently using Fred Fingers • Form letters with increasing accuracy 	<p>Simple sentences</p> <p>Action Words</p> <p>Spell a range of words using single sounds and taught special friends</p> <ul style="list-style-type: none"> • Form letters with increasing accuracy • Write simple phrases with increasing confidence, using Fred Fingers to help sound out words 	<p>Sentences using high frequency words</p> <p>Be able to form lower-case and some capital letters correctly</p> <ul style="list-style-type: none"> • To begin to write simple sentences that can be read by others • Begin to spell some common exception words correctly 	<p>Sentences using high frequency words</p> <ul style="list-style-type: none"> • Use a capital letter and full stop when writing sentences. • Re-read their writing to check that it makes sense. • Spell a range of common exception words correctly

Reading for Pleasure	Building up children’s knowledge of specifically chosen books to share and retell. Please see the reading section on our website for further information.					
MATHEMATICS						
Mathematics	<p><u>Number & numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> • Getting to know you-baseline (3 weeks) • Match and sort • Compare Amounts • Introduce 1 2 3 <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Count objects, actions and sounds <p><u>Measure, shape and spatial thinking</u> Compare size, mass and capacity EYFS Framework • Compare length, weight and capacity.</p> <ul style="list-style-type: none"> • Continue, copy and create repeating patterns. 	<p><u>Number & numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> • Its me 1,2,3 • Representing 1,2,3 • Comparing 1,2,3 • Composition of 1,2,3 • Light and Dark • Representing numbers to 5 • One more and less <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Subitise to 3 • Link the number symbol (numeral) with its cardinal number value. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. <p><u>Measure, shape and spatial thinking</u></p> <ul style="list-style-type: none"> • Circles and triangles • Positional language • Light and Dark • Shapes with 4 sides • Time 	<p><u>Number & numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> • Alive in Five • Introducing zero. • Comparing numbers to 5 • Composition of 4 and 5 • Growing 6,7,8 • 6,7,8 • Making pairs • Combining 2 groups <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Subitise to 5 <p><u>Measure, shape and spatial thinking</u></p> <p>Alive in 5!</p> <ul style="list-style-type: none"> • Comparing mass • Compare capacity • Growing 6, 7, 8 • Length and height • Time 	<p><u>Number & numerical patterns</u> Building 9 and 10</p> <ul style="list-style-type: none"> • 9 and 10 • Comparing numbers to 10 • Bonds to 10. EYFS Framework • Count beyond ten. • Compare numbers- ‘more than’, ‘less than’, ‘fewer’, ‘the same as’, ‘equal to’ • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. <p><u>Measure, shape and spatial thinking</u></p> <p>3d shape</p> <ul style="list-style-type: none"> • Pattern <p>EYFS Framework</p> <ul style="list-style-type: none"> • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. 	<p><u>Number & numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> • To 20 and beyond • Building numbers • Beyond 10 • Counting patterns • Beyond 10 • First Then Now • Adding More • Taking Away <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 10; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system; 	<p><u>Number & numerical patterns</u> White Rose Maths</p> <ul style="list-style-type: none"> • Find my pattern • Doubling • Sharing and grouping • Even and odd • On the move • Deepening understanding • Patterns and relationships <p><u>EYFS Framework</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. <p><u>Measure, shape and spatial thinking</u></p> <p>Find my pattern</p> <ul style="list-style-type: none"> • Spatial Reasoning • Visualise and Build • On the Move • Spatial Reasoning • Mapping

					<p><u>Measure, shape and spatial thinking</u></p> <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Match, rotate • Manipulate • First Then Now • Spatial Reasoning • Compose and decompose EYFS Framework • Select, rotate and manipulate shapes to develop spatial reasoning skills. 	
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UNDERSTANDING THE WORLD

<p align="center">Science</p> <p align="center">Working Scientifically</p>	<p>Marvellous me</p> <p>Seasons- Autumn Ourselves</p> <p>Signs of autumn</p> <p>-look at conkers, leaves, acorns, pinecones</p> <p>-Changes in weather</p> <p>-</p>	<p>Into the woods</p> <p>Seasons- Autumn British Wildlife</p> <p>Woodland animals & habitats</p> <p>Understand where different things grow, e.g., pumpkins</p>	<p>Frozen planet</p> <p>Seasons- Winter</p> <p>Change of state - Talk about why something melts or freezes and the change that happen</p> <p>Understand and know about arctic habitats</p>	<p>Under the sea</p> <p>Seasons- Spring</p> <p>Signs of spring How different environments differ on earth, land and sea</p> <p>Habitats for sea creatures</p>	<p>Circle of life</p> <p>Seasons- Summer Farm animals Learning facts about different animals Life Cycles</p> <p>Can talk about the life cycle of a duckling, using appropriate vocabulary</p> <ul style="list-style-type: none"> • Talk about how we can care for 	<p>Miniature worlds</p> <p>Seasons- Summer Minibeasts</p> <p>Learning facts about life cycles</p>
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					plants and animals where we live <ul style="list-style-type: none"> • Know the names of parts of a plant and talk about how a plant grows • Talk about the seasons change and how this impacts on when things grow • Compare the difference between autumn, winter and spring. -Use magnifiers to explore plants and seeds	
Geography	My classroom and my school <ul style="list-style-type: none"> -Name and locate different parts of the local community around them -Focus on Wrenthorpe -Throughout Reception children will use different types of maps (including globes, digital and paper) to explore their local 	Seasonal Change <ul style="list-style-type: none"> -Using the local area to explore the natural and built environment 	Seasonal Change / Frozen Planet <ul style="list-style-type: none"> • Recognise the similarities and differences between the Arctic, Antarctic and Wakefield Find and name the Arctic and Antarctic on a globe <ul style="list-style-type: none"> • Talk about why something melts or freezes and the change that happen • Make observations of the animals that 	Storyland Map <ul style="list-style-type: none"> Find Wrenthorpe St Anne’s Church on a simple map 	Places <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 	Simple habitats (micro) <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

	environment and places of significance to them, e.g., greengrocer, church, post office, park		live in the Arctic & talk about what makes them special <ul style="list-style-type: none"> • Begin to know the difference between a map and a globe • Find the Antarctic on a world map with help • Compare the weather in winter to the weather in Autumn 			<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
History Past & present	My History (birthdays) Begin to talk about their life story and how they have changed	Seasonal Change Use vocabulary such as in the past, a long time ago <ul style="list-style-type: none"> • Talk about how homes have changed • Comment on images showing homes in the past 	Frozen Planet Talk about Ernest Shackleton and his polar exploration <ul style="list-style-type: none"> • Compare Shackleton's ship with modern ice breaker ships 	Recount of world book day Talk confidently about their personal experiences of weddings using language of past and present. <ul style="list-style-type: none"> • Talk about members of their immediate family and community. 		Looking back on the year Talk about the lives of the people around them and their roles in society <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, cultures & communities	Harvest My Birthday Talk about members of their immediate family and community <ul style="list-style-type: none"> • Name and describe people who are familiar to them • Recognise the differences between themselves and their friends (appearance, likes/dislikes, families) 	Diwali Christmas Talk about how people celebrate Christmas around the world <ul style="list-style-type: none"> • Talk about the features of different celebrations for different faiths • Know why different people celebrate different things 	Chinese New Year Find out about how Chinese New Year is celebrated around the world including the UK <ul style="list-style-type: none"> • Find out how the lives of people in China are the same and different to ours 	Easter Find out how people with different beliefs celebrate getting married <ul style="list-style-type: none"> • Know that people celebrate getting married in different ways • Know that some places are special to people in their community • Can talk about the Vicar and other people who play a role in the church 	Special places To use non-fiction books to look at plants in our local environment.	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.
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EXPRESSIVE ART AND DESIGN

Art Intent: How to use a range of tools including pencils, paintbrushes and scissors. Introduce and develop art and design techniques. Artists	Self portraits Natural materials To independently make one colour of powder paint successfully To experiment with and use primary colours <ul style="list-style-type: none"> • To explore different types of 	Clay printing Collage To use black and white to change the shade of powder paint. To learn the names of different tools and techniques that can be used to create Art. To experiment with creating different things	Charcoal drawing Watercolour To use paints, pastels and other resources to create observational drawings.	Collage Colour Mixing To mix a range of colours using a colour mixing chart.	Art around the world Artist Focus To use their knowledge of colours mixing to mix a range of colours. To use what they have learnt about media and materials in an original way and	Observational paintings/drawings of animals and plants. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <ul style="list-style-type: none"> • Share their creations, explaining the process they have used
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	<p>glue for a range of purposes</p> <p>Begin to use observation skills to draw things with increasing details (families, owls / nocturnal animals)</p>	<p>and to be able to talk about their uses.</p>			<p>be able to explain their choices.</p> <ul style="list-style-type: none"> • Selects appropriate resources and adapts work where necessary. 	
<p>Design and Technology Intent:</p>	<p>Baking</p> <p>Use simple blocks and construction sets for a purpose</p>	<p>Design and make a Christmas cracker / card / hat.</p> <p>Explore a variety of construction materials and make a plan for what they want to make.</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>To be able to safely construct with a purpose and evaluate their designs.</p>	<p>Baking / Design an Easter cake</p> <p>To plan, carry out and evaluate and change where necessary.</p> <p>To identify and select resources and tools to achieve a particular outcome.</p>	<p>Design and make their minibeast</p> <p>Create collaboratively and share ideas, resources and skills.</p> <ul style="list-style-type: none"> • Adapt their own work to make it even better. • Problem solve and reflect on their designs and creations. <p>Independently use tools and techniques to</p>	

					increased care and precision. To be able to safely construct with a purpose and evaluate their designs	
Music Intent:	Animal songs. Nursery Rhymes. Counting songs. Beat Baby Write Dance Sing a range of familiar songs Begin to move in response to music	Write Dance Christmas production songs Starting to sing new songs as group, matching pitch and melody e.g., from Christmas play. • Perform to an audience Join materials together to make musical instruments. • Begin to have an understanding of syllables.	Penguin and Polar bear action songs Microphones Sounds of Instruments Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Move to music in time, thinking of space. • Explore and engage in music making and have a simple understanding of a beat.	Rhythm Rhyme Sounds of Instruments Sea Shanty songs Move in appropriate ways to accompany instruments e.g., creep to the sound of a maraca.	Rhythm / beat Instruments Music around the world	End of year production Sing a range of well-known nursery rhymes and songs • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music
PHYSICAL DEVELOPMENT						
Physical Education	Multi skills	Multi skills	Dance	Gymnastics	Athletics	Games

	Spatial Awareness and Movement Dance (TH)	Spatial Awareness and Movement Dance/Drama (TH)				
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PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

PHSCE	<p>What makes a good friend? Feelings</p> <p>Relaxation techniques</p> <p>Ruby's Worry</p> <p>Begin to follow the rules and routines</p> <ul style="list-style-type: none"> • Begin to take turns with occasional adult support • Join in a growing range of activities • Know and talk about the different factors that support their overall health and wellbeing - regular physical Activity- linked to PE lessons 	<p>Sharing and how we treat each other.</p> <p>Colour Monster Feelings</p> <p>Manage their own needs. -Personal hygiene -toothbrushing</p> <ul style="list-style-type: none"> • Build constructive and respectful relationshipssharing and cooperating with friends and other peers. • Express their feelings and consider the feelings of others. • See themselves as a valuable individualFamilies, interests, culture, likes and dislikes. 	<p>New Year Resolutions</p> <p>Mindfulness and Yoga</p> <p>Think about the perspectives of others.</p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionallystaying calm in the face of frustration, taking turns, wait politely, tidy up after themselves. 	<p>Caring for the environment – recycling and pollution</p> <p>Mindfulness and Yoga</p> <p>Know and talk about the different factors that support their overall health and wellbeing- being a safe pedestrian</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. 	<p>Solving conflicts</p> <p>Mindfulness and Yoga</p> <p>Know and talk about the different factors that support their overall health and wellbeing -healthy eating</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions <p>involving several ideas or actions.</p>	<p>Feelings and change</p> <p>Mindfulness and Yoga</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Explain the reasons for rules, know right from wrong and try to behave accordingly
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ENRICHMENTS

<p>Enrichments</p>	<p>Rosh Hashanah</p> <p>Harvest Festival / Apple Day</p> <p>Local environment visit</p>	<p>Diwali</p> <p>Black History Month</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Outdoor Learning Day with Eden's Forest</p> <p>Christmas Production</p>	<p>Safer Internet Day</p> <p>Chinese New Year</p>	<p>Holi</p> <p>World Book Day</p> <p>Easter</p> <p>Church visit</p>	<p>Farm Trip</p> <p>Eid Al Fitr</p>	<p>World Environment Day</p> <p>Park Trip</p> <p>Sports Day</p> <p>Transition into Year 1</p>
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