Jerry Clay Academy–Reception Long Term Curriculum Plan

The 'starting points' to themes have been planned for the academic year, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change slightly as the year progresses.

	Autumn 1 Marvellous Me	Autumn 2 Into the Woods	Spring 1 Frozen Planet	Spring 2 Under the Sea	Summer 1 Circle of Life	Summer 2 Miniature Worlds

Fundamental British Values (Ongoing)

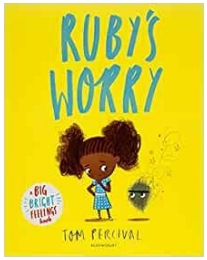
Democracy: Making decisions together (PSED: BR, MS and SR) Children to know their views count, value each other's views and values and talks about their feelings. When appropriate demonstrate democracy in action, for example children sharing views on the theme of their role play area with a show of hands.

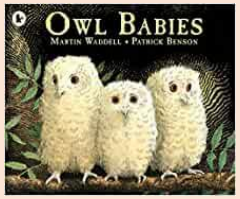
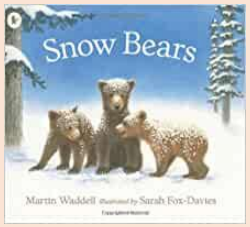
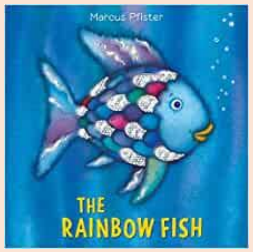
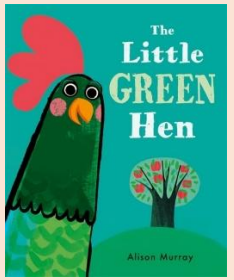
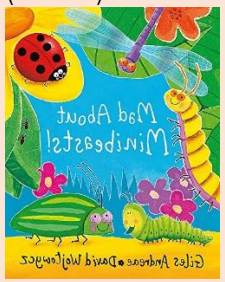
Rule of Law: Understanding rules matter (PSED: BR, MS and SR) Children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone.

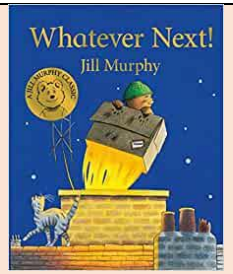
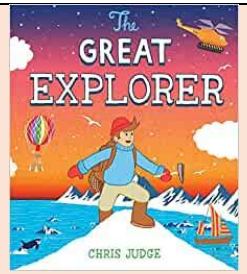
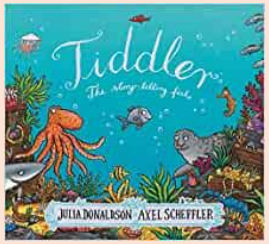
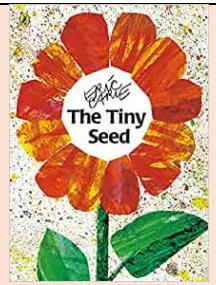
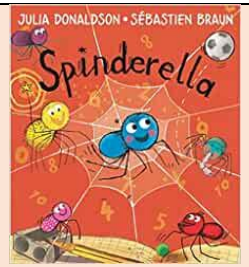
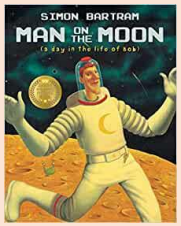
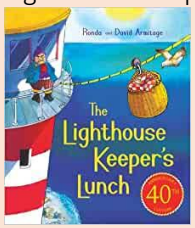
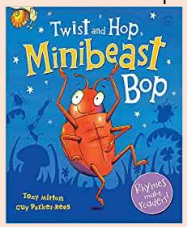
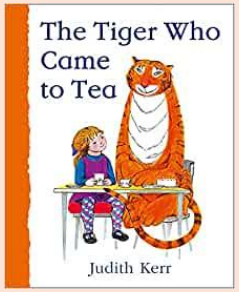
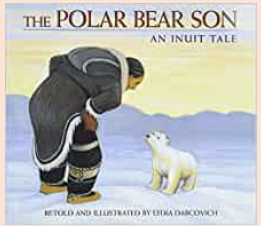
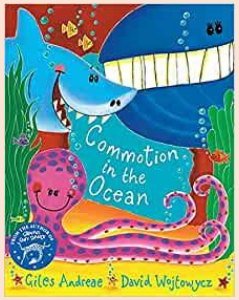
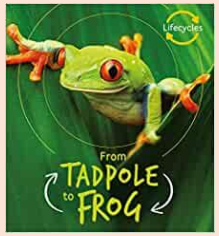
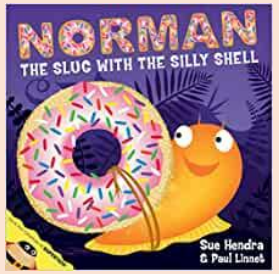
Individual Liberty Freedom for all: (PSED: BR, MS and SR; UW: P, C and C) Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions (Link to Mindfulness)

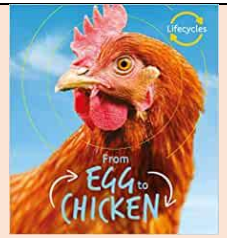
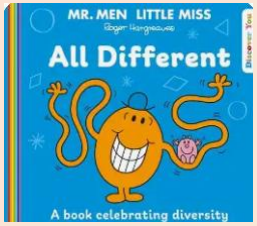
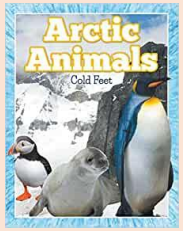
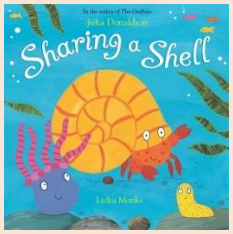
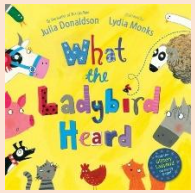
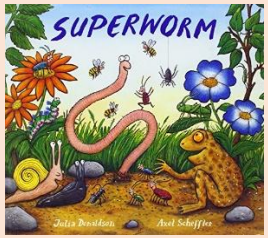
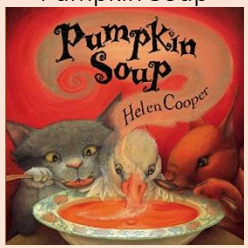
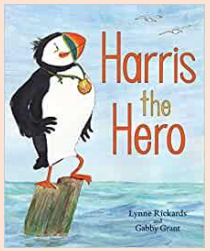
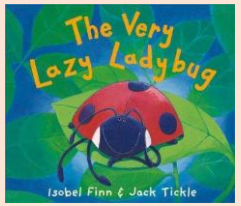
Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS and SR, UW: P, C and C) Ethos of inclusivity and intolerance where views, faiths cultures and races are valued. Children are engaged with the wider community. Acquire tolerance and appreciation of and respect from their own and other cultures. Know about similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. Share and discuss practises, celebrations, and experiences. Importance of tolerant behaviours such as sharing and respecting other opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

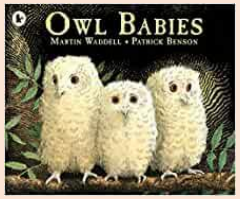
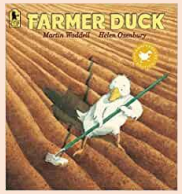
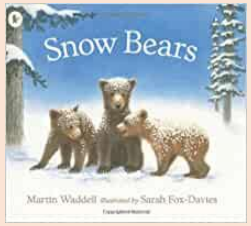
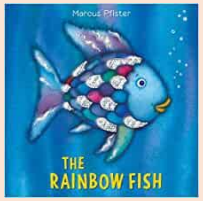
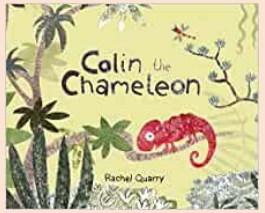
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values with our Jerry Clay Learner Traits.	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer We value our caring learner trait by respecting others and showing good behaviour and polite manners. School Rules Class Rules School Values Behaviour in School Transition to school, PSED.	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer We value our perseverance learner trait so we can tackle difficulties in School and in our life. We value our teamwork learner trait as together we learn.	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer	The Jerry Clay Learner Traits: Perseverance Teamwork Caring Communicator Risk Taker Critical Thinker Inquirer We value taking risks as it helps us to become confident people. Moving to a new Class. Transition to year 1.

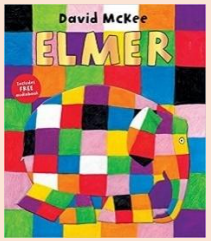
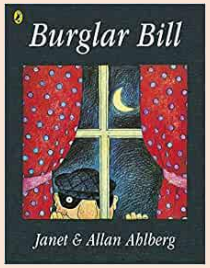
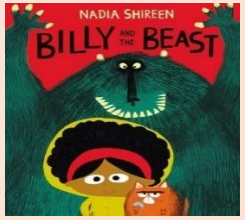
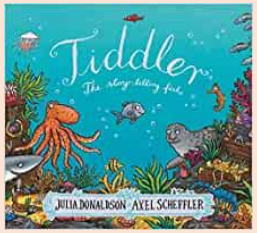
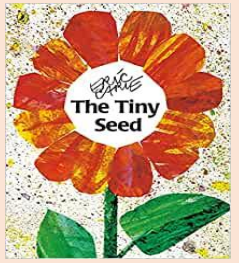
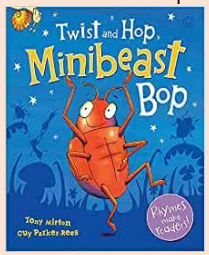
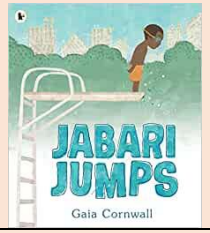
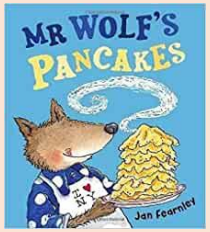
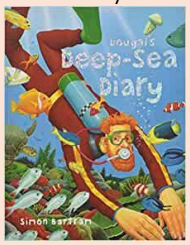
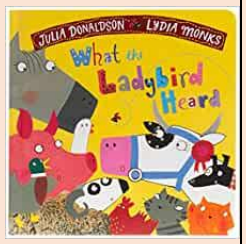
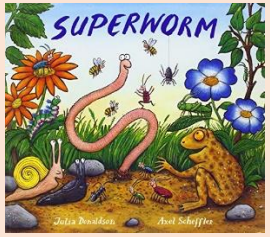
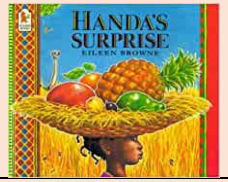
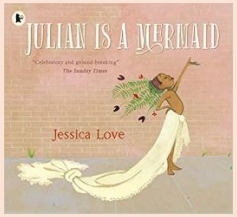
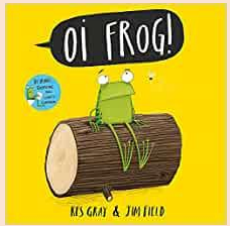
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PHSCE/RSE Health and Wellbeing Living in the wider world Relationships PHSCE / RSE 1 Decision Resource. See online progression and mapping document for further details.	All about me me and my Family Who is in my family? Who are my friends? What foods do I like? **Harvest – Oliver's vegetables book** **Goodnight Veggies** Mental Well-being Relaxation techniques Physical health and fitness **Concerns about transition**  **Keeping and Staying Healthy** -Develop an understanding of the importance of making healthy	My community How do I keep safe? – road safety Walk to local places. Antibullying week Mental wellbeing Families and people who care for me Sharing and how we treat others **Keeping and Staying Safe** -Identifying risks to keep ourselves and others safe, -Understand that rules are to keep ourselves and others safe.	Understanding and respecting other cultures New year's resolutions Mental well-being. Mindfulness and yoga. RSE– being safe Mental well being Health and safety and online safety. **Being Responsible** -Understand that sometimes we have to do things we don't like doing. -Developing a sense of responsibility. **Keeping and Staying Safe**	Easter Shrove Tuesday and Mother's Day. Caring for the environment. Recycling and pollution. RSE – Self regulation. Exploring feelings. Sharing with others. Managing self. Exploring individual differences. **Feelings and Emotions** -Understand emotions. -Develop strategies for managing feelings. -Understand that it is ok to ask for help. **Relationships** -Managing friendships and social interactions.	Teamwork Sports Day Planting seeds- caring for our environment Nurturing and caring RSE - Caring and friendships **Building Relationships** -Managing friendships and social interactions. -Being aware of our own needs and having empathy for and understanding others.	Feelings and change RSE - Caring and friendships. Mental wellbeing. **Change and Transitions** -Manging new experiences -Taking on a new challenge -Building confidence -Manging changes at home

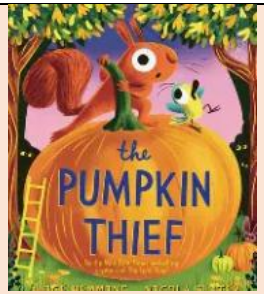
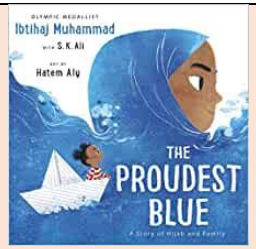
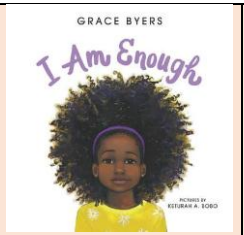
	choices (allergies, diet, sleep, screen time, germs and health). **Feelings and Emotions** -Understand emotions. -Develop strategies for managing feelings. -Understand that it is ok to ask for help.	**Relationships** -Managing friendships and social interactions. -Being aware of our own needs and having empathy for and understanding others.	-Identifying risks to keep ourselves and others safe, -Understand that rules are to keep ourselves and others safe. **Computer and Online Safety** -Understand risks and how to stay safe when using technology.	-Being aware of our own needs and having empathy for and understanding others. **Our World** Understand similarities and differences. -Identify people who help us in our local community. -Respecting our local environment	**Our World** -Understand similarities and differences. -Identify people who help us in our local community. -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	**Core texts:** Owl Babies 	**Core texts:** Little Red Riding Hood 	**Core texts:** Snow Bears 	**Core texts:** Rainbow Fish 	**Core texts:** Little Green Hen 	**Core texts:** Mad about Minibeasts (factual) 
	Whatever Next	The 3 Little Pigs (and alternative stories)	The Great Explorer	Tiddler	The Tiny Seed	Spinderella

						
	The Man in the Moon 	Hansel and Gretel 	Lost and Found 	Lighthouse Keepers Lunch 	The Three Billy Goats Gruff 	Twist and Hop the Minibeast Bop 
	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 

						
	All Different 	Non-Fiction Text (Red Foxes/badgers/ Hedgehogs/ Owls) TBC	Arctic Creatures Factual Book  	Sharing a Shell 	What the Ladybird Heard 	Super worm 
	Pumpkin Soup 	The Christmas Story 		Harris the Hero 		The Very Lazy Ladybird 

Literacy Supplementary Texts	Mr Big Olivers Vegetables Ruby's Worry Welcome to my World All Kinds of Families Kippers Birthday We're Going on a Bear Hunt Home	The Colour Monster Non-Fiction books about Woodland animals – Bats, badgers, hedgehogs, hares, owls. Traditional Tales - Goldilocks and the 3 bears, Hansel and Gretel, The Gingerbread Man. Books about Seasons including The Tree and Leaf man. Diwali	The Rainbow Bear Poles Apart Introducing Antarctica Arctic Life Arctic Fox Books about Winter. Changing Seasons. For example, Goodbye Autumn, Hello Winter.	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 Over in the Ocean in a Coral Reef. Welcome to the Coral Reef. Factual books about Fossils. Life Cycle of a turtle	The Gigantic Turnip Ten seeds The Little Guide to Wild Flowers The Little Gardener Titch The Big book of Blooms Jaspers Beanstalk Mama Miti Only one you The Very Hungry Caterpillar Factual books about the Life Cycle of animals including ducks, frogs and caterpillars Tad If all the world were	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 Insect detective
Literacy Repeated Texts -Read daily at story time following Talk for Stories planning (Fiction, Poem, non-fiction)	**Repeated texts** Owl Babies 	**Repeated texts** Farmer Duck 	**Repeated texts** Snow Bears 	**Repeated texts** Rainbow Fish 	**Repeated texts** Little Green Hen 	**Repeated texts** Colin the Chameleon 

	Elmer 	Burglar Bill 	Billy and the Beast 	Tiddler 	The Tiny Seed 	Twist and Hop the Minibeast Bop 
	Cake a saurus Poem “Join in” Poem SAP (RWI Say A Poem)	Where am I? Poem Tingly fingers poem SAP	Bedtime March Past Poem Clean Hands SAP	O O the Story Man Poem Shiny Moon Poem SAP	Zanzibar Poem Hop hop stop poem SAP	Zim Zam Zoom (Poem) Brush your teeth SAP
	Jabari Jumps 	Mr Wolfs Pancakes 	Six Dinner Sid 	Dougal the deep- sea diary 	What the ladybird heard 	Super worm 
	Handa’s Surprise 	Stickman 	Non-Fiction Text (TBC)	Julian is a mermaid 	Oi frog 	CinderElla
	The Pumpkin Thief	Non-Fiction Extract- Woodland Animals.		The Proudest Blue	I am Enough	

						
Talk through Topic Talking Floor Books	Ourselves, family, and School Our local community and city Looking after our community and ourselves	Our natural world and British wildlife Seasons Woodland Creatures	Seasons Extreme conditions and arctic animals Winter plants Environment	David Attenborough Sea life / sea creatures Pollution and Recycling	Growing Life cycles Farm Animals	Minibeasts Managing me Change / Transition Creative Arts Project / Individual Projects
Deliberate Teaching of new language	Identity Unique Special Characteristics Qualities Interests Siblings Hobbies Town Village Location	Woodland Forest Tree Trunk Bark Shrub Vegetation Habitat Camouflage Growth shelter Shadow	Arctic Polar regions Freezing Polar Bear Penguins Melting Summer Spring Autumn winter Season Sun Day	Sea words Ocean Current Waves Tide Algae Coral reef Seaweed Marine Harbour Pollution Reuse	Growing Flowers Blossom Petal Fruit Roots Stem Bulb Seed Growth Shoots Living	Insect Habitat Pollen Pollination Nectar Hive Swarm Pupa Cocoon Chrysalis Larva Metamorphosis

	Ariel Map Directions Positional Language Community	Track Day Night Living Dead Nocturnal Remembrance Peace Conflict Honour Protect Victory	Night Moon Light Dark Living Dead Habitat Prey Predator Woodland Pond Desert Wildlife Nature	Reduce Recycle Atlantic Pacific Indian Tsunami Life cycle Habitat Fossil Zone Seabed Planet Environment	Dead Habitat Prey Predator Desert Pond wildlife nature habitat Lifecycle	Transform Protect Emerge Lifecycle Species Antennae Climate Nest Territory Garden Creature Meadow Woodland Shelter
Phonics	**Set 1 sounds (Assess group b by end of half term).** Read all single letter sounds speedily **25 sounds.** Oral blending (Fred Talk) Early word time use of magnetic whiteboards to build reading routine. Spell with Fred fingers Assess after 4 weeks.	**Set 1 sounds (assess at group c by end of half term)** Read all single letter sounds speedily. Oral blending Word time – ready to move to green words. Spelling with Fred fingers (Progress groups).	**Ditty** Teach special friends from set 1 Word time Start nonsense words Spelling with Fred fingers (progress groups)	**Red** Read all set 1 sounds (31 sounds) Read 4/5 sound words Spelling with Fred fingers Story books Get writing	**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	**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

Provision and provocations linked to the theme	See weekly provision planning for indoors and outdoors					
Let's Celebrate	Oct – Eid and Halloween, Black History Month Nov – Diwali and remembrance Day Dec – Hannuka, advent and Christmas- Christingle at St Anne's church, Wrenthorpe		Jan – Chinese new year Feb – Shrove Tues and Lent March – Mothers day and St Patrick's Day April – St George's Day, Easter		June – Eid and Fathers Day Sports day	
Visits and Experiences	Local walk around Wrenthorpe Visits from people who help us –police, fire, nurses, doctors, paramedics Christingle visit – church		St Anne's Church, Wrenthorpe.		Canon Hall Farm RSPB Nature Reserve, Meanwood farm. Wrenthorpe Park	
Parental Engagement	Friday Library & weekly celebration of learning Phonics coffee morning Christmas Activity morning workshop Nativity performances		Friday Library & weekly celebration of learning		Friday Library & weekly celebration of learning Sports day Creative Arts Gallery Celebration assembly	
Studio (EAD)- Outside environment	Drawing – line drawing and meaningful marks Small skills using a range of skills Curls, lines, Small and longer lines like fur (week 2 – owls fur) (pencils, hands, chalks, wax,) Experiment with different materials	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.	Collage Simple collages Using pasta, beans and larger tactile objects Drawing Charcoal drawing	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 eg small straws match sticks Explore sponges	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.	Mixed media project (link to creative arts)

	Threading with chunky wool, picking up pom poms/owl feathers Spaghetti faces Baking - pizza faces	Printing to different textures e.g. clay and dough. Make rubbings to show a range of patterns. Making wrapping paper Design		Design and make a fish		Design and create a miniature world.
Songs and Rhymes	Number and Nursery rhymes (examples) -1, 2, 3, 4, 5 Once I caught a fish alive. -Hickory, Dickory Dock -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	Number rhymes and Songs continued (examples) -If your happy and you know it -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!	I am a Polar Bear Penguin song Continents song	Sea shanty songs -When I was 1 -A pirate went to Sea -Row, Row, Row your boat -Under the Sea Easter Songs -Chick, Chick, chick, chick, chicken Chick – A – Boom	Nursery Rhymes and Songs -Five Little Speckled Frogs -Where is the Beehive -There's a Tiny Caterpillar -Insy, wincy Spider -Wiggly Woo The Ants go Marching Song Creative Arts Week Song.	End of Year productions songs. Friendship Songs Charanga Music EYFS.

Role Play	Home Corner / Café/ hair salon. (mop heads etc)	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 Scribble while you wiggle Finger / Dough Disco / ribbons Mark making Paper/pipe cleaners – fold, scrunch, twist, curl, rib, bend for a picture/collage. Hygiene, personal needs and dressing. Outdoor Focus – manipulating and transporting resources. Parachute games daily. Walk, jump, run and crawl with increasing control	Write Dance Finger / Dough Disco / ribbons Importance of physical exercise. Yoga Outdoor Focus – manipulating and transporting resources. Parachute games daily Progress towards a more fluent style of moving, with developing control and grace. • 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	Handwriting Practice Lower case letters on lines Healthy diet and exercise STEM Yoga Develop the overall body strength, coordination, balance and agility needed to engage successfully with future pe lessons. • Children to, spin, rock, tilt, fall, slide and bounce. • Combine different movements with ease and fluency -opportunities to move that require	Handwriting Practice Lower case letters on lines continuation. Healthy diet and exercise STEM Yoga Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Handwriting Practice: Following scheme – upper and lower case letters. STEM Develop overall body-strength, balance, coordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Handwriting Practice Following scheme – upper and lower case letters. Outdoor Learning Day Negotiate space and obstacles safely, with consideration for themselves and others • 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.

	• Have an established dominant hand • Begin to use a range of tools safely and appropriately	-hold pencil correctly, use scissors with some control and use a knife and fork independently	quick changes of speed and direction. • 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			• To form letters accurately and with speed.
Communication & Language	Become familiar with our repeated reads and begin talking about the settings and the characters • Begin to build a bank of specific vocabulary when talking about families and autumn • Enhance their repertoire of songs and rhymes • Begin to share non-fiction books Comprehension	Develop a range of social phrases for use throughout the day • Know why it is important to listen in a range of different contexts • 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	Continue to develop their knowledge of subject specific and every day vocabulary • Talk about a range objects and events in greater detail. • Share their thoughts and ideas with increasing confidence with a larger group • Begin to use future tense correctly when talking about things that are going to happen Retell the repeated read stories using their own words and familiar phrases	Use taught vocabulary with confidence when talking and playing • Use vocabulary gained from books when talking and playing. Listen attentively in a greater range of contexts • 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 Comprehension	Continue to learn and use new vocabulary throughout the day • Narrate events and talk about previous events • 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	Listen attentively and respond to what they hear when being read to and in whole class discussions • Make comments about what they have heard and ask questions to clarify their understanding • 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

	Retell the repeated read books • Share non-fiction books as a group to understand vocabulary about ourselves, family, and school, our local community and city -Looking after our community and ourselves	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 Comprehension 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 • Begin to talk about characters from familiar books	• Show an awareness of rhyming words in familiar rhymes and songs • Listen to and talk about familiar non-fiction books Comprehension Retell the repeated read stories using their own words and familiar phrases • Show an awareness of rhyming words in familiar rhymes and songs • Listen to and talk about familiar non-fiction books based on appropriate themes	Talk about familiar stories in greater detail (character, settings) • 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	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 knowledge and vocabulary Comprehension Begin to 'clap out' longer, interesting words in familiar rhymes and songs • Continue to explore non-fiction texts linked with new knowledge and vocabulary	future tenses and making use of conjunctions, with support Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

					• Sequence events from familiar stories	
Writing	Gross motor - I can move and rotate my lower arms and wrists independently. - I can draw lines and circles in the air. - I can rotate my shoulders forwards and backwards. - I can sit in a comfortable upright position, holding my head up. - I am beginning to use my core muscle strength to achieve good posture (either at a table or on the floor). Transcription/fine motor skills - I can choose and use a dominant hand for mark making. - I can draw lines and circles on the floor or on large sheets of paper, balancing well and using my whole arm and body. - I can use tools for mark-making with developing control. - I can grip a pencil using five fingers, or preferably two fingers and a thumb for control. - I can use pincers, tweezers and threading equipment with increasing control and confidence. - I can copy simple lines and patterns. - I can draw freely. - I can make a meaningful mark for each grapheme for all set 1 single letter sounds. - I can link the marks I make with the RWI handwriting pneumonic. Composition		Gross motor - I can show increasing stability when balancing. - I can show increased confidence with running, hopping, jumping, climbing, skipping. - I can make large movements at different levels using ribbons, scarves, etc. - I can use my core muscle strength to achieve good posture when sitting at a table or on the floor. - I can follow my school ready to write routine for posture. Transcription/fine motor - I can hold my pencil using a tripod grip (may be inconsistent) - I can show increasing accuracy and care when drawing. - I can add control to my letter writing, following adult instruction to accurately form the letters using a pneumonic to support. - I can write lower-case letters that are clearly legible and distinguishable. - I can write some capital letters that are familiar to me, including 'I'. - I can write numbers 0 – 5. Composition - I can write simple CVC words to describe a picture.		Gross Motor - I am comfortable in following my school's ready to write routine (feet flat, bottom back, pencil grip, hold paper) - I can confidently balance, run, jump, hop, skip and climb with greater control. - I can progress towards a more fluent style of movement with developing control and grace. Writing – transcription - I can correctly form all lowercase letters from the correct starting point, usually controlling size and orientation in print. - I can write lowercase letters automatically, efficiently, and fluently. - I can ensure my letters sit accurately on the lines given. - I can use a tripod grip when writing, with support. - I can recognise all capital letters. - I can form most capital letters for each letter of the alphabet. - I can write numbers 0 – 9. Composition - I can write a sentence that has been dictated to me by an adult that can be read by others. - I can re-read what I have written to check that it makes sense.	

	- I can tell an adult what I have drawn or painted. - I can give meaning to my marks as I write, including in Write Dance sessions. - I can create representations of people, events and objects. - I can write some or all my name with developing accuracy. Spelling - I can identify sounds from my own name in other words. - I can make a meaningful mark for each grapheme for all set 1 single letter sounds. - I can start to use Fred fingers to identify sounds in words. - I can write initial sounds for words. - I can practise orally segmenting and writing 2 and 3 sound words (VC, CVC). Grammar - I can speak in longer sentences of at least 6 words when prompted. - I can learn to refer to myself as 'I'. Punctuation - I can recognise a capital letter at the start of my name.	- I can orally describe something using an adjective "a red dog" - I can understand and use recently introduced vocabulary to orally describe my work. - I can write one or more simple labels to describe something for purpose, including my own drawings. - I can write simple dictated captions using least 3 words within my phonic knowledge. Spelling - I can form all set 1 single letter and special friends sounds with increasing accuracy. - I can use Fred fingers to spell a CVC word independently. - I can spell words using set 1 single letter and known special friends sounds. Grammar - I can articulate my ideas and thoughts in well-formed sentences. - I can listen and respond appropriately and meaningfully to others. - I can engage in back-and-forth conversations. - I can use past tense of some words when speaking e.g. went. Punctuation - I can use a capital letter at the start of my name. - I can use finger spaces to separate some words.	- I can create detailed drawings and talk about what I have drawn. - I can orally re-tell a story that I am familiar with using taught vocabulary. Spelling - I can use my phonic knowledge to write phonetically plausible words. - I can spell some tricky words (Red/action words). Grammar - I can make comments about what I have heard and ask questions to clarify understanding. - I can share my own ideas using recently introduced vocabulary. - I can express my ideas and feelings using full sentences including past, present and future tenses. - I can use conjunctions to connect my ideas when speaking and prompted to do so. - I can take part in back-and-forth conversations when I am engaged for a sustained period of time. Punctuation - I can use finger spaces to separate words. - I am beginning to use a capital letter at the beginning of my sentences. - I understand that a full stop is used at the end of a sentence and demonstrate an ability to use one.

Reading for Pleasure	Children read for pleasure for 10 minutes every day in their key worker groups. This includes a range of Favourite texts, core texts and non-fiction texts which are available for the children to read and discuss with their friends. 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	<u>Number & numerical patterns</u> White Rose Maths • Getting to know you-baseline (3 weeks) • Match and sort • Compare Amounts • Introduce 1 2 3 <u>EYFS Framework</u> • Count objects, actions and sounds <u>Measure, shape and spatial thinking</u> Compare size, mass and capacity EYFS Framework • Compare length, weight and capacity. • Continue, copy and create repeating patterns.	<u>Number & numerical patterns</u> White Rose Maths • 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 <u>EYFS Framework</u> • 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. <u>Measure, shape and spatial thinking</u> • Circles and triangles • Positional language • Light and Dark • Shapes with 4 sides • Time	<u>Number & numerical patterns</u> White Rose Maths • 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 <u>EYFS Framework</u> • Subitise to 5 <u>Measure, shape and spatial thinking</u> Alive in 5! • Comparing mass • Compare capacity • Growing 6, 7, 8 • Length and height • Time	<u>Number & numerical patterns</u> Building 9 and 10 • 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. <u>Measure, shape and spatial thinking</u> 3d shape • Pattern EYFS Framework • Compose and decompose shapes so that children recognise a	<u>Number & numerical patterns</u> White Rose Maths • To 20 and beyond • Building numbers • Beyond 10 • Counting patterns • Beyond 10 • First Then Now • Adding More • Taking Away **EYFS Framework** • 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,	<u>Number & numerical patterns</u> White Rose Maths • Find my pattern • Doubling • Sharing and grouping • Even and odd • On the move • Deepening understanding • Patterns and relationships **EYFS Framework** • Have a deep understanding of number to 10, including the composition of each number. <u>Measure, shape and spatial thinking</u> Find my pattern • Spatial Reasoning • Visualise and Build • On the Move • Spatial Reasoning • Mapping

				shape can have other shapes within it, just as numbers can.	recognising the pattern of the counting system; <u>Measure, shape and spatial thinking</u> Spatial Reasoning • Match, rotate • Manipulate • First Then Now • Spatial Reasoning • Compose and decompose EYFS Framework • Select, rotate and manipulate shapes to develop spatial reasoning skills.	
UNDERSTANDING THE WORLD						
Science Working Scientifically	Marvellous me Seasons- Autumn Leaf faces Ourselves Signs of autumn -look at conkers, leaves, acorns, pinecones and how we can create with them	Into the woods Seasons- Autumn British Wildlife Woodland animals & habitats Understand where different things grow, e.g. pumpkins	Frozen planet Seasons- Winter Change of state - Talk about why something melts or freezes and the change that happen Understand and know about arctic habitats	Under the sea Seasons- Spring Signs of spring How different environments differ on earth, land and sea Habitats for sea creatures	Circle of life Seasons- Summer Farm animals Learning facts about different animals Life Cycles Can talk about the life cycle of a duckling, using	Miniature worlds Seasons- Summer Minibeasts Learning facts about life cycles

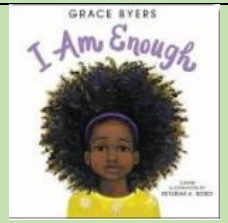
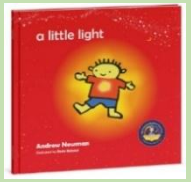
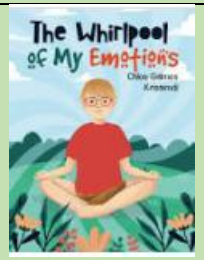
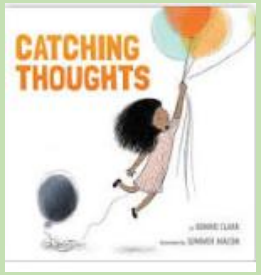
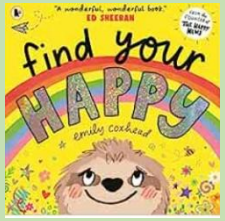
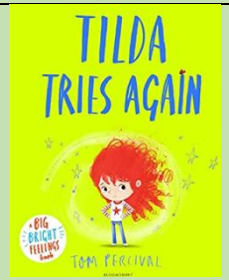
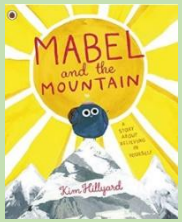
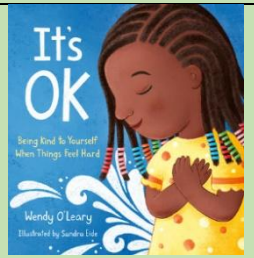
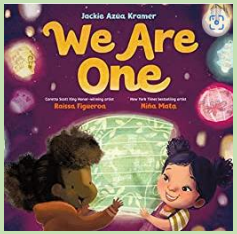
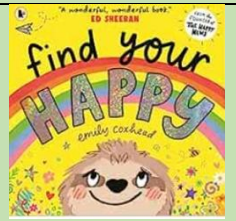
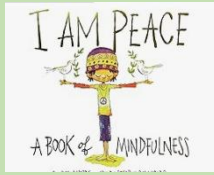
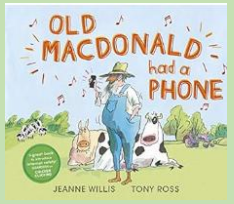
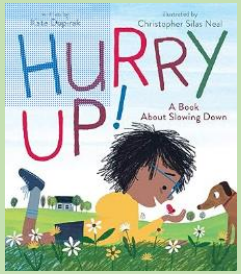
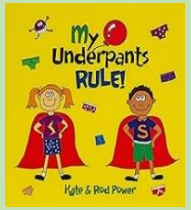
	Woodland trust resources. -Changes in weather -pictogram.				appropriate vocabulary • Talk about how we can care for plants and animals where we live • Know the names of parts of a plant and talk about how a plant grows • Talk about the seasons change and how this impacts on when things grow • Compare the difference between autumn, winter and spring. -Use magnifiers to explore plants and seeds	
Geography	My classroom and my school -Name and locate different parts of the local community around them -Focus on Wrenthorpe -Throughout Reception children will use different	Seasonal Change Local walk to identify places around Wrenthorpe -Using the local area to explore the natural and built environment	Seasonal Change / Frozen Planet • Recognise the similarities and differences between the Arctic, Antarctic and Wakefield Find and name the Arctic and Antarctic on a globe • Talk about why something melts or	Storyland Map Find Wrenthorpe St Anne's Church on a simple map	Places Explore the natural world around them, making observations and drawing pictures of animals and plants	Simple habitats (micro) 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

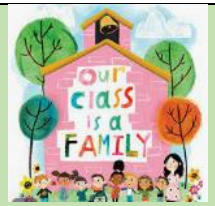
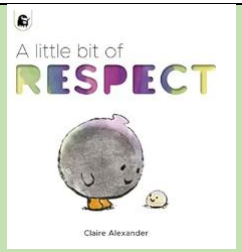
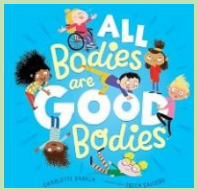
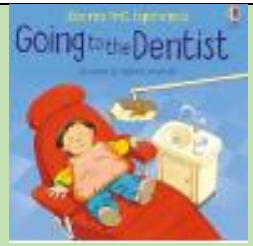
	types of maps (including globes, digital and paper) to explore their local environment and places of significance to them, e.g. greengrocer, church, post office, park		freezes and the change that happen • Make observations of the animals that live in the Arctic & talk about what makes them special • 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			on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
History Past & present Our Reception journey.	**My History (birthdays)** Begin to talk about their life story and how they have changed Discuss family past and present. Discuss the calendar in classroom. Days of the week.	**Seasonal Change** Use vocabulary such as in the past, a long time ago • Talk about how homes have changed • Comment on images showing homes in the past	**Frozen Planet** Talk about Ernest Shackleton and his polar exploration • 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. • 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 • 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 • Name and describe people who are familiar to them • Recognise the differences between themselves and their friends (appearance, likes/dislikes, families) When is my birthday? What does it mean?	Diwali Christmas Talk about how people celebrate Christmas around the world • 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 • 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 • 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.	• 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.
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.	Self portraits Collage To independently make one colour of powder paint successfully To experiment with and use primary colours	Printing Painting 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.	Charcoal drawing Watercolour To use paints, pastels and other resources to create observational drawings. Artist –	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	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 • Share their creations, explaining the process they have used

Artists	• To explore different types of glue for a range of purposes and masking tape. Begin to use observation skills to draw things with increasing details (families, owls / nocturnal animals) Mr Men – Roger Hargreaves – focus artist.	To experiment with creating different things and to be able to talk about their uses. Yayoi Kusama – artist focus linked to spots and dots – on vegetables. (Harvest)			media and materials in an original way and be able to explain their choices. • Selects appropriate resources and adapts work where necessary. Andy Goldsworthy – temporary art	• Sunflowers
Design and Technology Intent:	Baking Pizza faces Use simple blocks and construction sets for a purpose	Design and make a Christmas cracker / card / hat/wrapping paper. Explore a variety of construction materials and make a plan for what they want to make.	Constructs with a purpose in mind, using a variety of resources. To be able to safely construct with a purpose and evaluate their designs.	Baking To plan, carry out and evaluate and change where necessary. To identify and select resources and tools to achieve a particular outcome.	Design and make their minibeast Create collaboratively and share ideas, resources and skills. • Adapt their own work to make it even better.	

					• Problem solve and reflect on their designs and creations. Independently use tools and techniques to 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	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

			understanding of a beat.			
PHYSICAL DEVELOPMENT						
Physical Education	Multi skills Spatial Awareness and Movement Dance	Multi skills Spatial Awareness and Movement Dance/Drama	Dance	Gymnastics	Athletics	Games
PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT						
PHSCE/One Life	 Self-awareness Diversity Positive affirmations  My little light	  	  	  	  	  

	 My family  My friends – sharing and turn-taking, how to be a good friend	  				
ENRICHMENTS						
Enrichments	Harvest Festival Visits from emergency services	Local environment visit Diwali Black History Month Bonfire Night Remembrance Day Outdoor Learning Day with Edens Forest Christmas Production Christingle at Church	Safer Internet Day Chinese New Year	World Book Day Easter Church visit	Farm Trip	Park Trip Sports Day Transition into Year 1