

## Reception Timetable








### WARDLEY CE PRIMARY SCHOOL: REC – 2025/26


TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.40 – 9.00	WELCOME & REG With a carpet focus led by TA				
9.00 – 10.00	RWI	RWI	RWI	RWI	RWI
10.00 – 10.20	Milk and fruit Outside	P.E (10.00 - 11.00)  Egg box Maths 11.00 - 11.20	Milk and fruit Outside	Milk and fruit Outside	Milk and fruit Outside
10.15 – 11.30	Maths Carpet focus of counting and then maths provision in the environment		Maths Carpet focus of counting and then maths provision in the environment	DOTS 10.25 - 10.40 Maths Carpet focus of counting and then maths provision in the environment	Maths Carpet focus of counting and then maths provision in the environment
11.30 – 12.00	Lunch in the hall				
12.15 - 1:00	Outside play				
13.00 - 13.20	Structured story time (focused instruction of core concepts)	Structured story time (focused instruction of core concepts)	Structured story time (focused instruction of core concepts)	Structured story time (focused instruction of core concepts)	Structured story time (focused instruction of core concepts)
13.20 - 14.40	Get Busy & targeted group teaching	Get Busy & targeted group teaching	Get Busy & targeted group teaching	Get Busy & targeted group teaching	Get Busy & targeted group teaching
14.40 - 15.15	S&L	S&L	Music  S&L	PSHE/Circle time  S&L	RE  PSHE/Circle time









# Reception 2025 – 2026










Autumn 2024	Spring 2025	Summer 2025
<b>Events &amp; Festivals</b> National Poetry Day 5th October New beginnings / transition Seasonal change: Autumn/Winter Harvest Festivals: Bonfire night/ Christmas/Diwali	Safer Internet Day 6 Feb World Book Day 7 March British science week 8-17 March Seasonal change: Spring Mother's Day Festivals: Easter	Meet the teacher Seasonal change: Summer Festivals: Eid Transition and moving on
<b>EXPERIENCES</b> : Local walk: Autumn Season Museum of Home	Local walk: Spring Season Farm visit	Local walk: Summer Season Zoolab visit
<b>Writing opportunities:</b> Family trees – labelling Annotating cooking photos/ ingredients Animal body parts – labels Instructions for new child to class	Labels for plants in garden Fact files about bees. Annotating pictures of Ghana	Anti-racist posters Letter to HT re environment Labelling maps
<b>The Natural World</b> Autumn Winter Changing materials – cooking Animals – baby animals/ caring for animals in winter	Spring Plants Environmental Change- bees	Summer Lifecycles Everyday materials Forces
<b>Expressive Arts and Design</b> Self portraits Colour mixing/ art galleries	Drawing artefacts	
<b>People, places and communities</b> Shops on my high street Autumn geography fieldwork Maps of familiar places	Mapping the classroom Ghana and China – country studies	Maps of local area/ school
<b>Past and Present</b> Family trees	Homes now and then	Toys now and then
<b>Music: (Sing Up)</b> I've got a grumpy face The Sorcerer's Apprentice Witch Witch Row your boat	Bird Spotting Shake my sillies out Up and down Five fine bumble bees	Down there under the sea It's oh so quiet! Slap clap clap Bow bow Belinda
<b>PE: (PE Planning)</b> Me + Myself Movement Development	Throwing + catching Ball skills	Dance Working with others
<b>RE: (TH Agreed Syllabus)</b> Where do we belong? Which stories are special and why? What times are special and why?	What is special about our world? What times are special and why?	Which people are special and why? Which places are special and why?

Literature Spine code:

Revisited authors	
Heritage texts/ classics	
Diversity of representation - author or protagonist	
Strong female role model	
Specific social, ethical, moral issues	
Rhythms of the year	
Specific curriculum link	

YR Term 1	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
	FLEXIBLE WEEK: Establish routines/ welcoming activities/ presentation and handwriting practice and expectations				Where do we belong? What makes us special?
	 What Makes Me	EAD	Art: <ul style="list-style-type: none"><li>Drawing / line</li><li>Painting</li></ul>	Self Portraits Talk about themselves and what makes them unique.	What makes Christians feel special to God?
	 My Family + Other Families	UTW: People, Cultures + Communities/ past + present	Geography/RE: <ul style="list-style-type: none"><li>People + communities- including different religious and cultural communities.</li></ul> History: <ul style="list-style-type: none"><li>Their families</li></ul>	Talk about/ draw their families. Compare families and talk about similarities and differences. Make a simple family tree	How do Christians know that children are special to God?
	  My Hair	UTW: People, Cultures + Communities	Geography/RE: <ul style="list-style-type: none"><li>People + communities- including different religious and cultural communities.</li></ul>	Describe and draw their own hair. Hairdressers role play Hairdressers- what other shops are there in our community?	What groups do we belong to?
	  Luna Loves Art	EAD	Art: <ul style="list-style-type: none"><li>Painting</li><li>Colour, pattern, shape, texture</li><li>Artists/ wider concepts</li><li>Discussion + evaluation</li></ul>	Colour mixing Different paint types. Look at a real art gallery online. /Explore what people do in an art gallery. Create own art gallery and invite parents.	How are babies welcomed into the Christian family?
	FLEXIBLE WEEK: AUTUMN Themed texts and poems	UTW: People, Cultures + Communities	Geography: <ul style="list-style-type: none"><li>Skills and fieldwork</li><li>Seasonal change</li></ul>	Autumn walk to collect autumn treasures. Use map of area prior to visit to explore area. (DigiMaps/Google) Draw maps of area visited using photos from visit.	How are babies welcomed into the Muslim family?
	 Pumpkin Soup	UTW: Natural World	Science: <ul style="list-style-type: none"><li>Seasonal change</li><li>Everyday materials</li></ul>	Autumn song Talk about/ learn about signs of autumn. Cook pumpkin soup- observe changes.	How will you welcome the baby?
	 The Gingerbread Man	EAD: Creating with materials UTW: Natural World	Science: <ul style="list-style-type: none"><li>Everyday materials</li></ul> EAD <ul style="list-style-type: none"><li>Tools (cutlery)</li></ul>	Making gingerbread- observing changes in materials through cooking.	What stories are special? What stories are special to you?
	  The Squirrels Who Squabbled	UTW: People, Cultures + Communities	Geography: <ul style="list-style-type: none"><li>Seasonal change</li></ul> Science: <ul style="list-style-type: none"><li>Animals, including humans.</li></ul>	Find out about how other animals prepare for the winter. What is hibernation? What other animals do we need to care for when winter comes? birds/ make bird seed hangers for the wildlife garden)	What stories are special to Christians?
	  Tiddler	UTW: Natural World	Science: <ul style="list-style-type: none"><li>Animals, including humans</li></ul>	What animals live in water? Look at body parts – what are they for? Do animals live in other water than oceans? (Rivers/ponds) Label drawings with body parts.	What stories are special to Jewish people?
	 Do Baby Elephants Suck their Trunks?	UTW: Natural World	Science: <ul style="list-style-type: none"><li>Animals, including humans.</li></ul>	What are baby animals called? How are the same/ different to human animals? Label body parts Match animals to habitats Create habitat small worlds/maps	What stories are special to Muslims?
	 Celebrations around the world	UTW: People, Cultures + Communities	Science + Geography <ul style="list-style-type: none"><li>Seasonal change</li></ul>	Explore Christmas around the world Understand what a celebration is Share their own experiences	What times are special?
	 The Suitcase	UTW: People, Cultures + Communities	Geography: <ul style="list-style-type: none"><li>Locational Knowledge</li><li>Skills + fieldwork</li></ul>	Make a map of our classroom/ outdoor area to help a new child starting in our class/ a new visitor. Write some instructions for helping a new starter – what do they need to know about our class?	Why is Diwali special to Hindus?
	FLEXIBLE WEEK: Christmas shows, EAD				Why is Christmas special to Christians?
		FLEXIBLE: Respond to needs and interests			
The Invisible					

YR Term 2	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
	 Anansi and the Golden Pot	UTW: Past + present	History: <ul style="list-style-type: none"> <li>Chronology</li> <li>Changes within living memory</li> <li>Their families</li> </ul>	How was life different for our grandparents? Write questions for grandparents. Ask grandparent to visit school.	<a href="#">What is special about our world?</a> What do we love about nature?
	FLEXIBLE: - Learn more about Ghana- link to Anansi + Golden Pot	UTW People, Culture and Communities :	Geography: <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge</li> <li>Skills + fieldwork</li> </ul>	What is it like in Ghana? Can we find it on globes/ maps? Add to class map of world How is it different to where we live?	What do you think is special about our world?
	 Shu Lin's Grandpa	UTW: People, Culture and Communities	Geography: <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>Place knowledge</li> <li>Skills + fieldwork</li> </ul>	What is it like in China? Can we find it on globes/ maps? Add to class map of world How is it different to where we live?	What do you think is special about our world?
	 It's a No Money Day	FLEXIBLE WEEK- respond to needs and interests. Include EAD focus on sculpture			What story do Christians tell about the creation of the world?
	 Chicken Clicking	PSSED Health and self-care	Taking risks and staying safe	Internet Safety Day Healthy screen time.	How can we tell the Christian story of creation?
	FLEXIBLE WEEK- respond to needs and interests				
	FLEXIBLE WEEK- focus on changing seasons – Spring/ Signs of spring walk.				What stories do Christians tell about God's creation?
	 Each Peach Pear Plum	UTW: Past and Present	History: <ul style="list-style-type: none"> <li>Chronology</li> <li>Changes within living memory</li> <li>Enquiry</li> </ul>	Differences between now and long ago. (Peepo by Alan Ahlberg) How familiar things have changed over time. Eg houses/ transport Artefacts from Library service to explore objects from the past and their modern equivalents.	Bible stories
	 You Choose Fairy Tales	UTW: Past and Present	History: <ul style="list-style-type: none"> <li>Chronology</li> <li>Changes within living memory</li> <li>Enquiry</li> </ul>	Museum of Home visit- homes in the past. Sorting old and new	Is our world 'very good'?
	 Mrs Noah's Garden	UTW: Natural World	Science: <ul style="list-style-type: none"> <li>Plants</li> </ul>	Link with story of Noah's Ark Plan for garden outdoor area. Plant lifecycles- plant seeds/bulbs etc	<a href="#">What times are special?</a> What happens at Eid and why?
	 Winnie the Pooh Helps the Bees	UTW: Natural World	Science: <ul style="list-style-type: none"> <li>Plants</li> <li>Environmental Change</li> </ul>	Bees – how they help us – how to encourage in garden through planting/planting plan. Make Bee Hotels	What can we say about Diwali, Christmas and Eid?

YR Term 3	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
	 Rosa Explores Life Cycles	UTW: Natural World	Science: <ul style="list-style-type: none"><li>Animals including humans.</li><li>Working scientifically</li></ul>	Observation of chicks. Animal life cycles	<a href="#">Which people are special and why?</a> Who is special to you and why?
	 Tad	UTW: Natural World	Science: <ul style="list-style-type: none"><li>Animals including humans.</li><li>Working scientifically</li></ul>	Animal life cycles	Why are some people special?
	FLEXIBLE WEEK- RESPOND TO NEEDS AND INTERESTS				What story do Sikhs tell about a special person?
	 Martha Maps it Out	UTW: People, Culture and Communities	Geography: <ul style="list-style-type: none"><li>Location knowledge</li><li>Place knowledge</li><li>Skills + Fieldwork</li></ul>	Reception maps it out- focus on area around school/ local area. Go for local walk. Create a shared map of local area identifying features.	What is a good friend like?
	 William Bee's Things That Go	EAD: Mechanisms UTW: Natural World	DT: <ul style="list-style-type: none"><li>Tools and fixings</li><li>Range of Materials</li><li>Discussion + Evaluation</li></ul> Science: <ul style="list-style-type: none"><li>Everyday materials</li></ul>	Make vehicles – model Transport links London Links – capital	What can a Christian learn from actions in a story?
	 The Way Back Home	EAD: Mechanisms UTW: Natural World	DT: <ul style="list-style-type: none"><li>Tools and fixings</li><li>Range of Materials</li><li>Discussion + Evaluation</li></ul> Science: <ul style="list-style-type: none"><li>Everyday materials</li></ul> History: <ul style="list-style-type: none"><li>Significant people</li><li>Understanding the past through story.</li></ul>	Design and make props to retell the story with. Small world- how can the boy/Martian get back from the moon?  Tell the story of a real space explorer- Neil Armstrong Tell the story of a real inventor- Marie Curie (Little People Big Dreams book)	What story shows Jesus being a friend?
	 Clean Up	UTW: Natural World	- Science: <ul style="list-style-type: none"><li>Environmental change</li></ul>	How can we look after the world? Write letters to PM – ways we should look after the planet. Write letters to HT- how we should look after our school	<a href="#">Which places are special and why?</a> Where is a special place to me?
	 Bear Shaped	UTW: Natural World Past + Present	Science: <ul style="list-style-type: none"><li>Forces</li></ul> History <ul style="list-style-type: none"><li>Changes within living memory</li></ul>	Explore toys now and past.  Explore how different toys move (pushes and pull)	Where is a special place for Christians?
	FLEXIBLE WEEK- RESPOND TO INTERESTS AND NEEDS				What makes a church so special to Christians?
	 The Story Orchestra	EAD: Being imaginative + Expressive	Music: <ul style="list-style-type: none"><li>Playing instruments</li></ul>	Create a class orchestra/ stage. Look at a real orchestra playing- what instruments can you see? Create character sounds/ music for another story.	Where is a holy place for Muslims?
	 Standing up to Racism	UTW: People, communities and cultures	Geography/RE: <ul style="list-style-type: none"><li>People + communities- including different religious and cultural communities.</li></ul>	Make posters to promote kindness. Write some rules for being a kind friend.	What makes a mosque a holy place for Muslims?
	FLEXIBLE WEEK/TRANSITIONS				Church and mosque- what is similar and different?
	FLEXIBLE WEEK				

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	Creating a language-rich environment through conversations, daily stories, songs, rhymes and role-play.						
	Listening, attention & understanding	S&L baseline Blank Level groups  Planned stories  What does a good listener look like?	Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Categories	Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Description and vocabulary building games	Weekly group S&L interventions  Planned stories  Whole group S&L sessions: following instructions	Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Sequencing	Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Review
	Speaking	Talking about experiences familiar to them (home, family, pets)		Introducing new vocabulary through stories, non-fiction books and rhymes. Dialogues with teachers will help to extend pupils' vocabulary. Encourage children to include this new vocabulary throughout the day in their imaginative play, independent writing and interactions with one-another.  During planned opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions, or answers. They will learn to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics.			
Physical Development	Gross motor skills	PE: Exploring ways of moving  Fundamental movement skills taught discreetly  Moving in different ways (running, hopping, jumping, skipping)	PE: Team games including parachute  Negotiating space and obstacles	PE: Gymnastics including balancing, rolling and jumping  Moving with strength, balance and coordination	PE: Ball skills including kicking, throwing, catching and bouncing  Moving with control	PE: Obstacles activities including moving through, under and over equipment	PE: Sports day  Team games
	Daily opportunities for gross motor development. Encourage children to be highly active and to get out of breath several times a day.						
	Fine motor skills	Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Pencil grip Pencil control Form recognisable letters and numbers		Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Encourage children to draw freely Drawings to be recognisable		Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Careful colouring 'inside the lines'	
Personal, social and emotional development  (NC link PHSE)	Self-regulation	Weekly Mindfulness sessions  Naming emotions How am I feeling? Managing big emotions		Weekly Mindfulness sessions  Following instructions through games and listening activities		Weekly Mindfulness sessions  Resilience and problem solving	Weekly Mindfulness sessions  Preparing for Year 1
	Managing self	Jigsaw: Being Me in My World  New year, new routines Rules and expectations	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Jigsaw: Changing Me
	Building relationships	Turn-taking games Sharing Cooperative play and group games Share social stories					
Mathematics	Number  Problem solving	<i>Egg Box Maths to 5:</i> -Representing numbers to 5 -One more/ one less  <i>Numbers within 10:</i>  One more One less	<i>Egg Box Maths to 5:</i> -Addition -Subtraction -Number bonds to 5  <i>Numbers within</i>	<i>Egg Box Maths to 10:</i> -Representing numbers to 10 -One more/ one less  <i>Numbers within 20:</i>  Representing/ place	<i>Egg Box Maths to 10:</i> -Addition -Subtraction -Number bonds  <i>Numbers within 20:</i>  Addition	<i>Velcro tens frame:</i> -Representing numbers to 10 -Addition -Subtraction -Number bonds  <i>Numbers beyond 20</i>	<i>Velcro tens frame:</i> -Representing numbers to 10 -Addition -Subtraction -Number bonds  Using a number line

		One-to-one correspondence  Explore subitizing	10:  Addition Subtraction  Explore subitizing	value One more One less	Subtraction		<b>Deepening understanding</b>
	<b>Numerical patterns</b>  <b>Problem solving</b>	Counting songs  Colour and size patterns	<i>Numbers within 10:</i>  Doubles  Sharing  Comparing	<i>Numbers within 20:</i>  Counting songs  Missing number patterns	<i>Numbers within 20:</i>  Doubles  Sharing  Comparing	<i>Numbers beyond 20:</i>  Odds and evens  Building numbers & counting patterns beyond 10	<i>Numbers beyond 20:</i>  Counting in 10s  Building numbers & counting patterns beyond 10  <b>Deepening understanding</b>
	<b>Shape, space and measures</b>  <b>Problem solving</b>	<i>Shape</i> Naming and identifying 2D shapes 2D shape patterns Categorising 3D shapes	<i>Length</i> How long is it? Comparing lengths (within 10)	<i>Shape</i> Naming and identifying 3D shapes Categorising 3D shapes	<i>Position</i> Positional language (in, on, under, in front, behind, next to)	<i>Time</i> O'clock Sequencing Comparing (earlier/ later)  Money  Match, rotate, manipulate	<i>Capacity</i> How much can it hold? Comparing capacities  Money  Match, rotate, manipulate  <b>Deepening understanding</b>
<b>Expressive arts and design</b>	<b>Creating with materials</b>	Express their feelings through colour	Christmas crafts  Clay sculptures (Diwa lamps)	Modelling using materials: emergency services vehicle  Superhero capes - creating with materials	Exploring collage and colour (camouflage, animal patterns)  Easter crafts	Exploring paints, colour, pattern and symmetry (ladybirds, butterflies, caterpillars)	Observational drawings of flowers, fruits and vegetables
	<b>Being imaginative</b>	Role play: Provide props that children may be able to relate to from home (dolls, baby baths, play kitchen, tea set etc.)	Christmas performance  Christmas songs	Role play: People who help us	Role play: Provide interesting, non-specific props and encourage children to use their imagination (eg, a large sheet of fabric becomes a cape).	Small world play	Puppet theatre