

Reception (EYFS) Long Term Plan 2025-2026 (working document) (10.11.25)

This long-term plan shows the objectives (including knowledge and skills) that children will learn each half-term. Lessons will be planned around the objectives and will match the children's needs and interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall Themes	Where we live 	Castles, Knights and Dragons 	People who help us 	Seasons 	Farm 	Holidays 
Additional topics/themes (this may change depending on the children's interests)	Family & Homes Autumn Decay Our Local Area	Changes St George The Queen/King Winter Celebrations	Inventions Being Healthy Oral Hygiene Spring	Weather Environments Mountains and deserts Climate change/ recycling	Growing Plants Animals Summer	Africa - Kenya UK Climate change/ recycling
Key texts	Hello Friend (Rebecca Cobb) Three Little Pigs (Susanna Davidson) Oi Frog (Kes Gray/Jim Field) Tree (Britta Teekentrup) Room on the Broom (Julia Donaldson)	Here Be Dragons (Susannah Llyod) Sir Dancealot (Timothy Knapman) Zog (Julia Donaldson) There is no dragon in this story (Lou Carter) Little Glow (Latie Sahota) Jesus' Christmas Party	A superhero like you- (Dr Ranj) People who help us: Ambulance, Police Officer. Fire-fighters. (non-fiction) Wendal's Workshop (Chris Ridell) Izzy Gismo (Pip Jones) (Look up - Nathan Byron)	Stickman (Julia Donaldson) Percy the Park Keeper (after the storm, snowy night and Springy day) (Nick Butterworth) Poetry - Season/weather poems The flower thief (Alice Hemming) Superworm (Julia Donaldson)	What the Ladybird heard (Julia Donaldson) Farm (non-fiction) A squash and a Squeeze (Julia Donaldson) (How to grow a dinosaur)	Handa's Surprise (Eileen Browne) Clem and Crab (Fiona Lumbers) Poetry - Seaside Poem The Train Ride (June Crebbin) Smeds and Smoos (Julia Donaldson) Here we are (Oliver Jeffers)
Possible supporting texts to enhance topics, learning and children's interests. Reception	Happy in our skin (Fran Manushkin) My Great Grandpa (Martin Waddell) Once we were giants (Martin Waddle)	Nativity story The crayons book of numbers (online) The Castle the King built (Rebecca Colby) Castles (Big Cat)	The Crayon Man - Edwin Binney (NF) Let's celebrate Holi Mila gets her super ears	Hats of faith (Medeia Cohen-Petrilino) Golden domes and silver lanterns (Hena Kan) Ramadan /Eid	Eid al-Fitr Farm The Birthday Crown (Davide Cali) See How They Grow (Mary Ling)	The girl with two dads / my daddies We're all wonders Miffy in the Netherlands

	What can you see in Autumn? (Sian Smith) (non-fiction) Leaf Man (Lois Ehlert) Our Class is a Family (Shannon Olsen) In every house in every street (Jess Hitchen) We're Going on a Leaf Hunt (Steve Metzger) Button Box (Margarette Reid and Sarah Chamberlain) Titch (Pat Hutchins) Maps The Colour Monster Where I live So Much Astro girl Autumn Leaves poem	Day and night (Robin Nelson) Zog (Julia Donaldson) Pumpkin soup Funny bones Meg and Mog There's no dragon in this book Room on the Broom Christmas songs	Incredible you (Rhys Brisenden) Inventors Firecrackers and Lanterns (Jonny Zucker) Easter What happened to you? (James Catchpole) The Jolly Postman (books about different jobs)	All about ... (seasons) The Proudest Blue (Ibtihaj Muhammad and S.K. Ali) Sandwich Swap (Kelly DiPuccho) Her Majesty Queen Rania Al Abdullah) The very hungry caterpillar Stanley Seasonal poems	farm animal non-fiction Farmer Duck Little Red Hen Rosie's Walk How to grow a dinosaur Jasper's Beanstalk Sunflower Garden The Tiny Seed	The Train Ride (June Crebbin) Maps The Naughty Bus We're all wonders The girl with two grannies/two mummies Little people big dream books
Trips/ Visitors	Walk around school environment inside and outside buildings.	Visit from Father Christmas Visit from a vicar?	Imagine That trip Visits from police/fire-fighters/ librarian/ postal worker/ someone who is retired: what did they do in the past	Walk around school outside environment	Farm trip	Invite community member in to talk about how holidays have changed Walk around local community (fieldwork - rubbish) Walk around local environment (fieldwork - rubbish)
Parents/ Carers/ Guardians Involvement	Tapestry All about me - booklets RWI workshop Diwali showcase Parent's evening	Tapestry Christmas Nativity x2 whole year Stay and play (Christmas) Remembrance showcase Anti-bullying wk showcase Road safety week - homework to cross road safely (Tapestry)	Tapestry Support with trip to Imagine That Visiting speakers Stay and play Book look	Tapestry Stay and Play - maths-based activities	Tapestry Support with trip to the farm Parents evening	Tapestry Sports day End of the year assembly Transition meetings

British Values	Democracy (International Day of Democracy is 15th Sep.) - everyone is treated equally and has equal rights - encouraging sharing and group decision making - value each other's views - voting	Rule of Law - understanding rules matter - working together to create rules - learning right from wrong - there are boundaries and consequences	Individual Liberty - feeling positive about themselves - asking questions - self-esteem, self-confidence and self-awareness - valuing themselves in making choices	Mutual Respect and Tolerance for Others - treating others as we want to be treated (link to Peace Mala) - learning about other faiths, cultures and ways of life - learning to understand and appreciate each other's differences - being part of a community where not everyone is treated the same and forming relationships without discriminations
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.			
	Wellcomm screening and interventions to take place throughout year			
<u>Listening, attention and understanding</u>	- Understand a question or instruction that has two parts - Understand daily routines e.g. tidy up time, challenges... <i>instruction</i> - Understand 'why' questions e.g. Why do you think he/she feels...? - Understand how to listen carefully and why listening is important - Learn new vocabulary linked to daily routine / them - Begin to engage in story time and join in with repeated refrains / fill in rhyming words - Listen to and begin to talk about stories to build familiarity and understanding - Discuss characters, events, setting ... <i>character, happened</i> - Listen carefully to rhymes and songs and begin to pay attention to how they sound - Learn rhymes, songs & poems - Anticipate words, begin to adapt phrases (<i>with support</i>)	- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Listen carefully to and learn rhymes, poems and songs - Listen to and talk about stories to build familiarity and understanding - Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary - Begin to understand humour e.g. <i>nonsense rhymes / jokes</i>	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. - Understand humour more readily e.g. <i>nonsense rhymes/jokes</i>	
<u>Speaking</u>	- Use new vocabulary throughout the day - Begin to ask questions to find out more and to check they understand what has been said to them (<i>adults to model & encourage questions after instructions</i>)	- Use new vocabulary in different contexts - Ask questions to find out more and to check they understand what has been said to them - Articulate their ideas & thoughts in well-formed sentence	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from	

	- Begin to articulate their ideas and thoughts in well-formed sentence (<i>Express ideas to friends/book talk</i>) - Begin to connect one idea or action to another using a range of connectives... <i>because, although, but..</i> - Begin to describe events in some detail - Develop social phrases (e.g. <i>greetings - How are you? Friendship ... Would you like to...?</i>) Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (<i>Focused & linked texts - within small world / role play</i>)	- Connect one idea or action to another using a range of connectives - Describe events in some detail - Use talk to help work out problems, organise thinking & activities explain how things work/why things happen - Develop and use social phrases with confidence - Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	stories, non-fiction, rhymes and poems when appropriate; 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 modelling and support from their teacher.
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Dimensions curriculum taught throughout year (see separate plan) UNICEF Respecting Rights - charters focusing on an Article each half-term. THINK EQUAL - stories during fruit and milk with discussion (Manchester Local Authority) - See separate plans for individual books		
<u>Self-regulation</u>	- Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries (<i>fair, agree, turns, together, share</i>) - Begin to understand how to compromise and negotiate to solve problems (Use book talk, puppets, real life experiences) - Begin to express feelings and consider the feelings of others - Identify and name emotions (<i>emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</i>) - Link book character's emotion to own experiences (<i>expression, mood, feeling/emotion</i>) - Begin to set own goals and show resilience and perseverance in the face of challenge (<i>set a shared goal with a friend</i>) - Begin to identify and moderate own feelings socially and emotionally (<i>Focus on keeping calm, being patient, waiting for a turn, sharing, tidying up after themselves</i>)	- Express feelings and consider the feelings of others - Set own goals and show resilience and perseverance in the face of challenge - Identify and moderate own feelings socially and emotionally - Think about the perspectives of others	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<u>Managing self</u>	- Manage own self-care needs - Independently put coat and shoes on (including use of zips and buttons)	- Manage own self-care needs - Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of 'screen time'	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

	▪ Develop confidence to try new activities and show independence ▪ Access all types of enhancements (indoors & outdoors) ▪ Know and begin to talk about the different factors that support their overall health and wellbeing: ⇒ Toothbrushing - importance and how ... <i>clean, decay</i> ▪ Talk about importance of daily exercise and healthy eating ... <i>exercise, healthy / unhealthy, heartbeat, fit</i>	- having a good sleep routine - being a safe pedestrian	▪ Explain the reasons for rules, know right from wrong and try to behave accordingly ▪ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ▪			
<u>Building relationships</u>	▪ Begin to see self as a valuable individual ▪ Be able to describe self, positively (e.g. <i>proud, special, love. Use books: 'Happy in Our Skin' & 'My Hair'</i>) ▪ Begin to build constructive and respectful relationships ▪ Use social language to develop friendships see CL	• See self as a valuable individual • Build constructive and respectful relationships •	• Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others' needs. • Continue to see self as a valuable individual			
Additional coverage/theme	Dimensions lessons – see separate document Transition into Reception Following class/school rules Emotion's display Who can help me in school Toileting/hand washing, Beginning an awareness of oral health, Putting on own coat and putting it on own peg Stranger danger Classroom/school safety	Dimensions lessons – see separate document Learning about being respectful to others Putting on own shoes and socks Exercising to keep healthy Oral health Internet safety	Dimensions lessons – see separate document Growing and changes Transition into Year 1 Oral health			
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Gross Motor Skills - Reception PE lessons (PE Passport)	Fundamental Movement Skills: balance, walking, hopping, jumping, throw under arm, crawl, gallop, march, shuffle. Start and stop. Understand how to negotiate space.	Gymnastics – Rocking and Rolling: balance, rocking, rolling, transferring weight, leap, core muscles, over, under, through apparatus. Sequence of movements,	Dance – jungle: move in different ways to music, create shapes with the body, travel to music safely, strengthen posture and core muscles, follow a routine, perform for	Gymnastics – flight, bouncing, jumping and landing: jumping, landing, balancing, spatial awareness, slide, spins, fall (safely), take off, sequences, turn, leap. Use apparatus safely	Dance – Circus: move in different ways, move to music, create shapes with the body, travel to music safely, strengthen posture and core muscles, follow a sequence, perform a simple routine to	Athletics 1: space, run with head up, use arms to power jumping skills, throw overarm, run within a lane, use body to jump high. Participate in races. Follow rules and instructions.

	I wonder why do we need to exercise? I wonder how do we keep safe in the hall? I wonder what different types of exercises we can do?	Target Games: throw underarm at a target, throwing arm/ stance/ dominate hand, strike a ball with foot/ fee, roll a ball. Following the rules of the game. I wonder what exercise and keeping healthy does for our bodies? I wonder what parts of the body I can use to exercise?	others, give feedback to others. Invasion Games: throw underarm at targets, change the distance between start and target, roll a ball with accuracy. Work as part of a team to achieve a goal. I wonder why we need to exercise? I wonder which food is healthy? I wonder how we keep healthy: washing, sleep, eating, exercise etc? I wonder how I keep my teeth healthy?	and with more confidence. Locomotion: balance, stillness, hopping, travel, stop, start, jump and land with bent knees, gallop, leading foot. I wonder how do we keep safe in the hall? I wonder what parts of the body I can use to exercise?	others, use movement to express feelings/emotions, develop further spatial awareness, develop further an awareness of own body, travel, turn, listen and share ideas, adapt movements, feedback to improve, listen to feedback. Net and Wall Game skills: send and receive balls, strike a ball, develop rally skills with a partner. I wonder how we keep healthy: washing, sleep, eating, exercise etc? I wonder what different types of exercises we can do?	Negotiation and turn taking skills. Work as part of a team, celebrate others successes. Striking and Fielding Game Skills 1: throw overarm, aim at a target, send and receive a ball/object, strike a ball. Sports Day I wonder how I keep my teeth healthy? I wonder which food is healthy? I wonder what exercise and keeping healthy does for our bodies? I wonder how to keep safe whilst playing games outside?
Gross Motor Skills <i>The children have access to the outdoor provision whereby gross motor skills are also used, such as the climbing frame, bikes, pouring water, hoops, obstacle courses, large construction, push and pull items, and team games.</i>	- Revise and refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> ⇒ Engage in and develop confidence in actions - Begin to develop overall body-strength, balance, co-ordination and agility. ⇒ Use above actions, within obstacle courses ... <i>balance, obstacle, spatial, prépositions</i> ⇒ Set own physical challenge ... <i>challenge, goal</i> - Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... <i>straight, upright, flat</i> - Begin to combine different movements with ease and fluency - change movements/directions quickly - Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group					
	- Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> - Begin to progress towards a more fluent style of moving, with developing control and grace - Develop overall body-strength, balance, co-ordination and agility. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor - Combine different movements with ease and fluency - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Further develop and refine a range of ball skills including: <i>passing, batting and aiming</i>					
	- Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					

	⇒ Understand rules and reasons ▪ Further develop and refine a range of ball skills including: <i>throwing, catching, kicking</i> ⇒ Use different sizes / types of balls - in pairs ⇒ Further develop the skills they need to manage the school day successfully: □ lining up and queuing □ mealtimes □ personal hygiene					
Fine Motor Skills	• Use a comfortable grip with good control when holding pens and pencils • Consolidate tripod grip • Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Develop confidence in use of tools (grip, steady, snip, twist, curve, straight - ensure regular engagement)		• Further develop small motor skills so that they can use a range of tools competently, safely and confidently. • Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: - Effective pencil grip - Correct letter formation (see Writing)		• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.	
	- Mark-make with a purpose - Develop hand-eye coordination - Hold scissors to make snips - Squash, pinch, poke, roll playdough, making piles and balls. - Understand how to thread	- Use tweezers effectively - Hold scissors to cut moving forwards - Make shapes with playdough rolling different size snakes/sausages, coiling the snakes into snail type shapes (tuck, fold)	- Draw recognisable items - Hold scissors to cut lines - Confidently use cookie cutters to create shapes - Use rolling pins to flatten and shape.	- Understand how to do basic weaving - Hold scissors to cut squares. - Mould playdough into shapes as representations of objects	- Draw more detailed artwork - Hold scissors to cut curved lines/circle shapes - Mould and shape playdough into 3d constructions. (people and things).	- Hold scissors to cut out shapes - Understand how to join playdough (using it more like clay to form into desired construction with more details.)
Literacy <i>Please see separate Literacy LTP for more detail</i>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Read, Write Inc Phonics Scheme					
Reception Overall Themes	Autumn 1: Where We live	Autumn 2: Castles, Knights and Dragons	Spring 1: People Who Help Us	Spring 2: Seasons	Summer 1: Farm	Summer 2: Holidays

<u>Reading</u> <u>Comprehension /</u> <u>word reading</u>	▪ Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. ⇒ Recall key events ... <i>event</i> ⇒ Talk about main characters... <i>character, beginning, middle, end</i> ▪ Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ▪ Understand the five key concepts about print, with a focus on ⇒ <i>Left to right</i> ⇒ <i>1-1 correspondence ... word, letter, first / last</i> ▪ Continue to develop P1 phonological awareness, focusing on ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... <i>blending, segmenting</i> ▪ Read individual letters by saying the sounds for them ⇒ <i>phoneme, grapheme, alphabet</i> ▪ Blend sounds into words, so that they can read short words made up of known GPCs ⇒ VC words, CVC words ▪ Begin to read a few common exception words matched to the school's phonic programme ▪ Begin to read words consistent with their phonic knowledge matched to the school's phonics programme ⇒ CVC words	▪ Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> ⇒ Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i> ⇒ Take on role of character using some story language ⇒ Talk about likes and dislikes of texts, rhymes and poems ⇒ Choose a book and begin to explain why ...<i>because</i> ▪ Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> ▪ Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ⇒ Oral blending and segmenting ▪ Say the sound for: ⇒ For each letter of the alphabet ⇒ Double letters □ <i>ss</i> □ <i>ll</i> □ <i>zz</i> □ <i>ck</i> □ <i>ff</i> Matched to school's phonics programme: ⇒ Consonant digraphs □ <i>sh</i> □ <i>ch</i> □ <i>th</i>, □ <i>ng</i> □ <i>nk</i> ▪ Begin to read words consistent with their phonic knowledge matched to the school's phonics programme ⇒ simple phrases/ sentences ⇒ Apply known GPC ▪ Read some common exception words matched to the school's phonic programme	▪ Continue to develop P1 phonological awareness ⇒ Oral blending and segmenting ▪ Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> ▪ 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. ⇒ Begin to notice some relationships between one text and another ⇒ Begin to comment on perceived links with own life experience or other experiences, <i>e.g. films, books</i> ▪ Say the sound for each letter of the alphabet and for at least 10 digraphs ▪ Read words consistent with their phonic knowledge by sound-blending ▪ Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words matching school's phonics programme.
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Writing	- Write name correctly ⇒ Use correct letter formation - Use some of their print and letter knowledge in their early writing - Begin to form lower-case letters correctly - Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... <i>spell</i> ⇒ Use □ initial sounds □ VC □ CVC words ⇒ Write labels - Begin to write lists & captions, focusing on ...<i>label, caption, space</i> ⇒ Oral rehearsal / vocabulary ⇒ Begin to reread what they have written	- Form most lower-case letters correctly - Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words - Write captions/phrases and begin to write simple sentences using known GPCs ...<i>sentence, full stop</i> ⇒ Include word spacing ⇒ Orally rehearse caption of sentence before writing - Re-read what they have written to make sure it makes sense - Begin to write a variety of □ fiction and non-fiction sentences / captions	- Write recognisable letters (lower case) most of which are formed correctly - Begin to write common capital letters - Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs ⇒ CVC words - Write simple phrases and sentences that can be read by others ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ beginning to use a capital letter - Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as: ⇒ 2-3 part story (e.g. using story map/planner) ⇒ Instructions ⇒ Fact cards (e.g. using a 'spidergram' to collate information)			
Handwriting (RWI- letter families)	- Gross motor skills to form straight, up down, left to right, side to side, top to bottom marks - Gross motor skills to form circles, round, curved, looped, under, over marks - Gross motor skills to form in and out, wiggly, hill and valley/ humped marks - Gross motor skills to form wavy and swirl marks - Gross motor skills to form castle and zig zag marks - Gross motor skills to form loop marks - Form - l o + (square) / \ x (triangle) - Begin to form o, a, c, d, g, q, - Begin to form u, y - Begin to form b, p - Begin to form h, n, m, r - Begin to form e, s, f - Begin to form i, l, t, k j - Begin to form v, w, x, z	- Form o, a, c, d, g, q, - Form u, y - Form b, p - Form h, n, m, r - Form e, s, f - Form i, l, t, k j - Form v, w, x, z - Begin to form capital letters for the child's initial letters for first name and surname	- Correctly form most single sound letters - Begin to form common capital letters			
Mathematics <i>(Please see additional planning documents for more details.)</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	White Rose Maths and we are also part of NCETM Mastering Number programme to develop further number knowledge					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Reception White Rose Maths (Please see separate White Rose Documents for more details.)	Getting to know you: key times of day; routines;, positional language. Match, Sort and Compare: match objects; match pictures and objects; identify a set; sort objects to a type; explore sorting techniques; create sorting rules; compare amounts. Talk about Measurements and Patterns: compare size; compare mass; compare capacity; explore simple patterns; copy and continue simple patterns; create simple patterns.	It's Me 1, 2, 3! find 1, 2, 3; Subitise 1, 2, 3; Represent 1, 2, 3; 1 more, 1 less; composition of 1, 2, 3. Circles and Triangles: identify and name circles and triangles; compare circles and triangles; shapes in the environment; describe position. 1,2,3,4,5: find 4 and 5; subitise 4 and 5, represent 4 and 5, 1 more; 1 less; composition of 4 and 5; composition of 1-5. Shapes with four sides: identify and name shapes with four sides; combine shapes with four sides; shapes in the environment; my day and night.	Alive in 5: introducing zero; find 0-5; subitise 0-5; represent 0-5; 1 more; 1 less; composition; conceptual subitising to 5. Mass and Capacity: compare mass; find a balance; explore capacity; compare capacity. Growing 6, 7, 8: find 6,7,8; represent 6,7,8; 1 more; 1 less; composition of 6,7,8; Making pairs- odd and even; double to 8 (find and make); combining two groups; conceptual subitising. Length, Height and Time: explore length; compare length; explore eight; compare height; talk about time; order and sequence time.	Length, Height and Time. Building 9 and 10: find 9 and 10; compare numbers to 10; represent 9 and 10; conceptual subitising to 10; 1 more; 1 less; composition to 10; bonds to 10 (two-parts); make arrangements of 10; bonds to 10 (3-parts); doubles to 10 (find and make); explore odd and even. Exploring 3-D shapes: recognise and name 3-D shapes; find 2-D shapes within 3-D shapes; use 3-D shapes for tasks; 3-D shapes in the environment; identify more complex patterns; copy and continue patterns; patterns in the environment.	To 20 and Beyond: build numbers beyond 10; continue patterns beyond 10; verbal counting beyond 20; verbal counting patterns. How Many Now? add more; how many did I add? take away; how many did I take away? Manipulate, Compose and Decompose: select shapes for a purpose; rotate shapes; manipulate shapes; explain shape arrangements; compose shapes; decompose shapes; copy 2-D shape picture; find 2-D shapes within 3-D shapes. Sharing and Grouping: explore sharing; explore grouping; even and odd; play with and build doubles.	Sharing and Grouping. Visualise, Build and Map: identify units or repeating patterns; create own pattern rules; explore own patterns rules; replicate and build scenes and constructions; visualise from different positions; describe positions; give instructions to build; explore mapping; represent maps with models; create own maps from familiar places. Make Connections: deepened understanding; patterns and relationships. Consolidation.
NCETM Mastering number	Subitising; Cardinality, ordinality and counting; Composition; Comparison. (See additional planning document for details)					

<u>Number & Numerical Pattern</u>	- Recite numbers to 10 ⇒ Forward & backward □ Finger rhymes (Ten Little Friends) □ passing games ... <i>forwards, backwards</i> ⇒ Break counting chain (not always starting from 1) ⇒ Talk about position ... <i>before, after</i> - Count objects, actions and sounds ⇒ Up to 5 - in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement - Subitise 3 / 4 objects (quick recall without counting) ⇒ Matching children to images in workshop areas ⇒ Fast recognition of dice patterns - Link the number symbol (numeral) with its cardinal number value to 5 - Compare quantities up to 5 ... <i>more than, less than, fewer, who has one more / less</i> - Understand 'one more/less than' to 5 ⇒ Use sentence with support ... <i>Three is one more than two</i> - Explore the composition of numbers to 5 ⇒ Recognise total is still the same ⇒ Using variety of resources ... <i>more, less, makes, equals, altogether</i> - Begin to explore number bonds to 5 ⇒ Use a range of resources ⇒ Understand how to use a flip flap to 5	- Recite numbers to 20 ⇒ Backward from 10 and begin to recite backwards from 15 ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards) ⇒ Talk about position up to 5 and begin to talk about position up to 10 - Count objects, actions and sounds ⇒ Up to 10, in context of □ daily routine □ sharing □ turn taking ⇒ Count objects in an irregular arrangement - Begin to estimate number of objects up to 10 then check by counting - Subitise 5 objects (quick recall without counting) - Link the number symbol (numeral) with its cardinal number value to 10 - Compare quantities up to 10 - Understand 'one more/less than' to 10 ⇒ Use sentence ... <i>six is one more than five</i> - Begin to explore the composition of numbers to 10 - Recall number bonds to 5 ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i> ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... <i>left</i> - Begin to share, double and half up to 10 objects	- Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - 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 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
SSM (not ELG)	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills ⇒ Create shape picture ...consolidate ...2D shape names ⇒ Put shapes together to make new shape ... <i>fit, turn</i> - Continue, copy and create repeating patterns ⇒ Talk about pattern ... <i>repeat, next, before, after, in between</i>	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Begin to compose and decompose shapes within practical activities - Continue, copy and create repeating patterns - Compare length, height, weight and capacity ⇒ Order 2-3 items by capacity and height - Begin to order and sequence familiar events ⇒ Become familiar with a clock face and hands - Measure short periods of time - Begin to compare length, weight and capacity ⇒ Order 2-3 items by length / weight ... <i>heavier/est, lighter/est, longer/est, shorter/est</i>	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills - Compose and decompose shapes within practical activities - Continue, copy and create more complex repeating patterns - Compare length, height, weight and capacity - Measure and compare short periods of time

Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Reception General Themes	Autumn 1: Where We Live	Autumn 2: Castles, Knights and Dragons	Spring 1: People Who Help Us	Spring 2: Seasons	Summer 1: Farm	Summer 2: Holidays
Past and Present Lives of people around them, roles in society, understand past through settings, stories	- begin to understand the terms: history, past, present, younger, older - discuss events in the past (our homes/ our holidays/ our school) - begin to comment on images of familiar situations in the past (our homes/ our holidays/ our school) - show interest in the lives of familiar people and events in their own lives (family/ key people in school) - begin to compare and contrast characters from stories - in class introduce visual timetable / now & next/ daily routine (know what comes next/ in the past) - link to BHM activity - Martin Luther Jr	- begin to understand the past through settings, characters, and events encountered in books/stories (talking about bravery, difficulties and kindness) link to literacy books -begin to talk about some similarities and differences of things that happened in the past and now from their own experiences and reading in class (home / toys) - know that some events have happened recently, but other events have happened a long time ago - Know who the King is. - Remembrance assembly - recount of people from the past. - Peepo - links	- name and explore inventors and inventions that help us and how they have improved over time - understand that some objects are older than others and can be put into time order - compare people who lived in the past by using the terms 'old, older, oldest' - name some months of the year/ seasons as time passing - begin to understand the past through settings, characters, and events encountered in books/stories (talking about bravery, difficulties and kindness) link to literacy books - Tim Peak went to the ISS in the past / Neil Armstrong first man on the moon.	- talk about people in their immediate family and community - create timelines showing their own past and present - compare similarities and differences between themselves and others - reflect on our timeline in school (events/ special days)	- use photographs to compare farms in the past and present and in different seasons - understand how time passes (past, present and future) - Talk about some similarities and differences of things that happened in the past and now from their own experiences and reading in class (school) - in class, talk about the seasons changing - trees changing over time	- understand the different types of holiday people went/go on in past and present - explore non-fiction texts that share insights into contrasting environments -comment on images of familiar situations in the past (bring in their own holiday/special day photos) - ask questions to understand what the past was like (invite families/ staff to talk about their holidays in the past) - know some similarities and differences between things in the past and now - transport - in class talk about David Attenborough – his influence for protecting the world/ wild life

<u>People, Culture and Communities</u> Immediate environment - maps, religious and cultural communities in this country, compare this country to other countries drawing knowledge from stories/texts/maps) (also see RE)	- Name and describe members of their immediate family and people familiar to them in the local community - Understand there are many different types of family - Draw information from a simple map - Look at different types of houses and homes - Talk about the street on which they live - Understand where we live and our environment (Wythenshawe, England)	- Begin to recognise people have different beliefs and celebrate in different ways (compare Hanukah and Christmas) - Know similarities and differences between different religions, cultural communities in this country - Begin to label castle physical features such as moat, hill, drawbridge. - Find out simple facts about castles/palaces	- Describe people who are familiar to them in their community (people at school, shops, doctors etc) - Talk about other people around them and their roles in society - Describe the use of playgrounds, offices, fire station, car park, airport. - Draw a simple map (help a postal worker!) - Interview visiting speakers: what is their job and how do they help the community?	- Begin to talk some similarities and differences between different religious and cultural communities in this country - Recognise people have different beliefs and celebrate events differently (Focus on Easter celebrations) - Use a map of the British Isles to pretend to forecast the weather.	- understand which types of animals live on a farm and why they are there - conduct fieldwork (visit a farm) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (link back to Aut 1)	- name and describe people who are familiar to them as they describe family holidays/special days out - begin to understand that there are other countries in the world - compare England to Kenya and talk about similarities and differences between life, environment and celebrations. - explain some similarities and differences between life in this country and life in other countries (drawing on knowledge from stories, non-fiction texts - and maps) - conduct fieldwork (rubbish in our community)
<u>Religious Education</u> (Manchester)	RE question: F1: What stories are special and why?					
	F5: Where do we belong?	F4: What times are special and why?	F2: Which people are special and why?	F1: What stories are special and why?	F3: What places are special and why?	F6: What is special about our world and why?
	- Begin to talk about what makes us feel special - To begin to know some Christian beliefs about how people are special to God.	- Begin to talk about special times which are celebrated. - To learn about the celebration of Sukkot.	- To discuss how we are special - To identify their friends and some qualities of a good friend	- To recognise that stories about Jesus are very important to Christians and stories can be found in the 'Bible'.	- To talk about what places are special to us and how it makes us feel - To understand where a special place is for Christians (Church)	- To express our ideas and feelings about the natural world and discuss what makes our world special. - To listen to a story from a religious

	-To recognise and talk about groups they belong to and groups that others belong to and how it makes us feel -To begin to recognise symbols or badges which show belonging, including religious ones -To discuss how we make people feel welcome and learn how Christians welcome babies into their religion F1: Diwali - Hinduism, Buddhism	-To talk about why Christmas is a special time to Christians -To discuss who Jesus was F1: Nativity Story- Christianity	-To talk about people who are special to them and others and say why - To understand that Christians use the holy book called the 'bible.' F1: Lunar New Year- Buddhism	-To recall and talk about a story of Jesus and the disciples -Recall a story about a special person in Sikhism and talk about what can be learnt from it. (Guru Nanak) F1: Easter Story (PCC) & Ramadam Christianity and Islam	-To understand where a special place is for Muslims (Mosque) -To talk about similarities and differences between some places of worship and special places F1: Noah's Ark- Christianity	community with enjoyment (The creation story) Christianity + Judaism) -Understand that there are actions everyone can take to look after the world F1: Muhammad and the Crying Camel -Islam
Possible Celebrations/ Festivals/ Special Events	Birthdays International Deaf People week (Sep) Recycle week (Sep) Sukkot Rosh Hashanah Black History month (Oct) Down Syndrome awareness month (Oct) Safer Internet Day	Harvest Festival Diwali Bonfire night (5th Nov) Remembrance Day (11th Nov) World Nursery Rhyme week Road Safety week Hannukah Christmas Tea party	World religion day Children's mental health week - P2B (Feb) Shrove Tuesday Luna New Year National Story-telling Week (Feb) Random Acts of Kindness Week (Feb.) Valentine's Day	Holi World Book Day British Science Week World Health Day Easter Ramadan Mother's Day (special person to me day)	King's official birthday Kings Coronation Walk to School Week (May) National Numeracy Day (May) World Maths Day (May) Walk to school week Eid Father's Day (special person to me day) St Georges day	Sports day Children's Art Week Transition End of the year celebrations and events
<u>Natural World</u>	<u>Outside/decay</u> - explore the natural world around them - describe what they see, feel, and hear whilst they are outside	<u>Changes</u> - explore changes in states of matter including freezing and melting	<u>Being healthy</u> - understand the importance of healthy eating - explore the affect exercise has on our	<u>Seasons/environments-</u> - identify and compare the different seasons - describe the different types of weather we experience	<u>Plants & animals</u> - understand the life cycle of a plant and animal (extend from Nursery) - describe how the plants have changed	<u>Weather/hot/cold</u> -investigate the characteristics of materials to decide what to wear to keep cool and warm (link back to weather topic)

	- investigate changes over time (cut flowers in different liquids; decay of leaves/plants, fruit/bread) -Explore the changes from summer into Autumn	- understand the difference between solids and liquids - look at changes between day/night and light/dark - understand where light comes from (electricity, sun etc)	bodies and why it is so important - understand the importance of good oral hygiene -Explore the changes from Autumn into Winter	- understand the effect of the changing seasons on the natural world around them -investigate the changing weather by recording the weather over time <i>Plant seeds this term ready to discuss in Summer term</i> -Explore the changes from Winter into Spring	since they were planted in Spring (seeds grow into plants) - name and identify different plants (TBC: daisy, daffodil, rose, sunflower, cress, beans) -know vegetables grow in the ground, fruit grows on trees and flour comes from wheat - describe the habitats of different animals/ birds, - talk about nocturnal, hibernation animals - make observations and draw pictures of animals and plants -Explore the changes from Spring into Summer (possible human sundials)	- identify why the weather affects environments (busy/quiet park/beach) -compare environments including deserts and mountains - recognise some environments that are different to the one in which they live (different weather in different countries, compare Kenya to England) -understand what we can do to take care of our environment (recycling/climate change)
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Reception General Themes	Autumn 1: Where We live	Autumn 2: Castles, Knights, Dragons	Spring 1: People Who Help Us	Spring 2: Seasons	Summer 1: Farm	Summer 2: Holidays

<u>Creating with Materials</u> Main artwork focus for each half-term <i>(objectives linked to each piece of artwork)</i>	<u>Drawing and painting self-portraits</u> - Explore primary and secondary colours - Understand how to hold a paint brush correctly - Know how to mix colours - Use lines to create shapes and patterns - Understand how to sketch lightly to draw light lines - Understand how to draw a simple face and how to use lines/shapes to represent features. - Understand that different media make different types of marks <u>Junk models of their homes</u> - Combine boxes and other materials to make models - Construct sculptures from separate objects - Use tools to cut, shape and impress patterns and textures on a range of materials.	<u>Bonfire/firework chalk pictures</u> - Experiment with chalk - Investigate different lines - thick, thin, wavy, and straight - Begin to draw lines of different sizes and thickness. - Create light and dark pictures with chalk <u>Christmas activities</u> - Become more confident mixing colours and be able to talk about what happens - Draw lines to enclose spaces, observations - Create a simple drawing of a scene from a story or a character in a setting - Combine materials to create simple props for role-play	<u>Collage - People who help us inspired</u> - Use scissors to cut a range of materials - Cut straight lines - Classifying materials into textures and colours - Reassemble materials into new shapes - Create a collage using different textures and materials <u>Piet Mondrian inspired art work using paint</u> - Name primary and secondary colours - Understand how to create work in the style of an artist - Attempt to use rulers to draw bold lines - Begin to understand how to paint within the lines	<u>Printing using seasonal trees/fruit/ objects -</u> - Experiment with a range of printing methods - Print using different objects to make pictures, patterns and textures - Print regular and irregular patterns <u>Real life plant drawings</u> - Create a simple drawing of a real-life object - Add detail to the drawing (e.g leaves on stems) - Draw lines of different sizes and thickness.	<u>Clay farm animal models (including drawing plan)</u> - Plan my model by creating a simple drawing of the animal (revise previous drawing skills) - Join pieces of clay together - Shape clay to create different parts of the animal body - Create marks on clay with simple tools - Use a variety of tools with greater accuracy	<u>Create a moving vehicle linked to holidays (including drawing plan)</u> <i>Chn to choose ea aeroplane, bus, boat, car - form and function</i> - Design the vehicle - Paint the vehicle with increasing accuracy - Add texture to the vehicle - Use tools to join materials together - Explain the process of how they created their vehicle <u>Textured painting</u> <u>Create a crab picture</u> -using different painting textures. -Paint the shell -print the sea pattern -explain how they have made their painting and suggest ways to improve it.
	<u>Creating with Materials</u> <i>(Overall objectives for each term)</i>	▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details ▪ Show different emotions in drawings and paintings ▪ Continue to explore colour and colour mixing.	▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them.	▪ 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		

	▪ Safely use and explore a variety of materials and tools ▪ Explore new techniques ▪ Talk about new creations ▪ Begin to return to and build upon previous learning	▪ Create collaboratively sharing ideas, resources and skills.	▪ Make use of props and materials when role playing characters in narratives and stories.
<u>Being Imaginative and Expressive</u>	▪ Take part in simple pretend play (Family/play date role play ... <i>role, pretend, imagine</i>) ▪ Begin to develop complex stories using small world equipment ▪ Begin to develop storylines in their pretend play - including those linked to focus text ... <i>story language, character, beginning, middle, end</i> ▪ Begin to listen attentively, move to and talk about music, expressing their feelings and responses e.g. How does the music make me feel? ... <i>emotions vocabulary (see PSE)</i> ▪ Begin to watch and talk about dance and performance art - What type of dance/music is it? ... <i>adjectives to describe music; e.g. happy, sad, slow, fast, bouncy</i> - Watch live music / dance performances linked to festivals ... <i>perform, celebrate, audience, musician, dancer</i> • Sing in a group or on their own - Engage in circle and partner songs - Begin to make own verse for familiar song • Begin to explore and engage in music making and dance • Invent and dance / play music to show different emotions ... <i>emotions vocabulary (see PSE)</i>	▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody. ▪ Explore and engage in music making and dance, performing solo or in groups. ▪ Develop storylines in their pretend play.	▪ Invent, adapt and recount narratives and stories with peers and their teacher; ▪ 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.
Music <i>(see Charanga knowledge and skills document for a more detailed progress across year, and planning details.)</i>	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. (Charanga)		
	Charanga - Everyone (step 1-6) Voices, percussion Music appreciation Build on previous learning: pulse in different ways, rhythm copycat games, explore high/low pitch with voices, create own sounds (voices/instruments) Game Tracks: Wind the Bobbin Up; If You're Happy and you Know It; Rock-a-bye Baby; Five Little monkeys; Twinkle Twinkle; Heads Shoulders Knees and Toes	Charanga - Our World (link with listening out clips in Reflect, Rewind and Reply) Voices, percussion and glockenspiels Build on previous learning: pulse in different ways, rhythm copycat games, explore high/low pitch with voices, create own sounds (voices/instruments) Games tracks: Old MacDonald Had a Farm; Wheels on the Bus; Incy Wincy; Baa Baa Black Sheep; Row Row Your Boat; Hokey Cokey	Charanga - Big Bear Funk Voices, percussion and glockenspiels Build on previous learning: pulse in different ways, rhythm games, explore high/low pitch with voices, create own sounds riff building leading to improvisation and composition (voices/instruments). Games tracks: Big Bear Funk Sing: Big Bear Funk PLAY: Big Bear Funk (DDECD) Recap previous songs (If you're happy and you know it; five little monkeys; Wheels on the bus;

	Sing: Wind the Bobbin Up; If You're Happy and You Know It; Rock-a-bye baby; Five Little Monkeys; Twinkl Twinkl; Head Shoulders Knees and Toes Nursery rhymes Maths songs Christmas Songs		Sing Old Macdonald; Wheels on the bus; Incy Wincy; Baa Baa Black Sheep; Row Row the Boat; The Hokey Cokey Play: Row Your Boat (CCD), Wheels on the bus (CCD), Hokey Cokey (FFG) People who help us inspired songs e.g. Wheels on the bus, 5 fire fighters. Songs about weather & seasons.		Baa Baa Black Sheep; Row Row the Boat; The Hokey Cokey) Songs about farms and farm animals Nursery rhymes Songs for Reception assembly	
Computing	Use a simple drawing programme. Use the interactive screens in class. Begin to use the mouse on computer.	Begin to use the keyboard on a computer.	Become more confident using mouse and keyboard on computer. Smartie the Penguin - internet safety - using apps safely/ dealing with pop-ups/ cyberbullying.	Recognise the use of technology for different purposes. Discuss safe amounts of screen time. Technology day 1.3.23 Walk round to find technology (link back to inventions topic) Talk about the different uses of technology	Use cameras/iPads to take photographs Possible technology day	Program Beebots to follow directions/map Digi-duck safety
	Purple mash/mini mash Topic pins from: Autumn, All about me Feelings, Numbers Shapes Focus Programmes: 2Paint, Paint Projects	Purple mash/mini mash Topic pins from: Castles Christmas Winter Fairy tales Toys Dinosaurs Focus Programmes: 2beat, 2explore	Purple mash/mini mash Topic pins from: Builders Chinese New Year Good Grocers Vets Transport Superheroes Focus Programmes: Simple city, Maths city	Purple mash/mini mash Topic pins from: Easter Weather Seasons Spring Numbers Shapes Space Focus Programmes: 2go, 2count, 2 sequence???	Purple mash/mini mash Topic pins from: Autumn, Baby animals Farm Garden Growing Mini beasts Pets Focus Programmes: 2create a story,	Purple mash/mini mash Topic pins from: Seaside Summer Vehicles Under the sea Numbers Shapes Colours Focus Programmes: 2Go, 2design and make
	Purple Mash Topic pins developed over the year in accordance with learning, themes and children's interests.					
Outdoor Learning	Outdoor learning takes place continuously in Early Years. Throughout the year the children have access to the outdoor area and experience different seasons and weather conditions and the effects these have on their environment. The children have the opportunity to participate in self-chosen and adult guided activities covering different areas of learning using a variety of resources. Teachers plan outdoor tasks with learning challenges and enhancements which change on a weekly or fortnightly basis according to the children's needs. These activities will provide children with opportunities for using and applying skills, problem solving and extended independent learning.					