








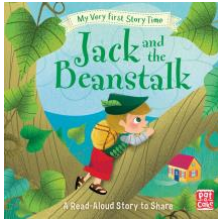
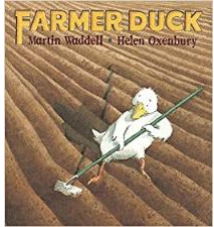
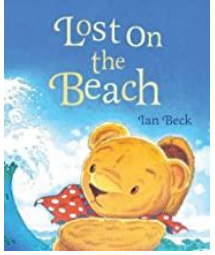


Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Me and my Community/ Exploring Autumn 	Exploring Autumn Sparkle and Shine 	Starry Night Winter Wonderland 	Sunshine and Sunflowers/Spring 	Do Cows Drink Milk? 	What can you see in summer? Moving on 
Celebrations	Harvest festival Halloween (during school holidays)	Diwali Bonfire night Children in need Advent Christmas	Chinese New Year Pancake day Valentines day	Mother's Day Easter World Book Day	Father's Day	
Focus text (T4W)	Little Red Hen 	Stickman 	The Gruffalo's Child 	Jack and the Beanstalk 	Farmer Duck 	Lost on the Beach 
Writing	Fine and gross motor activities RWI letter formation Writes own name	Fine motor activities RWI letter formation Early writing e.g.,	Fine motor activities RWI letter formation Writes CVC words	Fine motor activities RWI letter formation Caption/sentence writing using finger spaces	Fine motor activities RWI letter formation Sentence writing with correct punctuation	Fine motor activities RWI letter formation

	<p>Early writing e.g. pretending to write a shopping list Draws story maps Gives meaning to marks Letter formation/name writing</p>	<p>pretending to write a shopping list Writes own name Writes words from memory CVC words Name writing/labels</p>	<p>Writes captions using finger spaces Labels/lists</p>	<p>Instructions/non-fiction facts</p>	<p>Forming lower-case and capital letters correctly. Recipes</p>	<p>Sentence writing with correct punctuation Forming lower-case and capital letters correctly. Writes using conjunctions Recounts</p>
<p>Reading</p>	<p>Knows that print carries meaning Names the different parts of a book Knows that print can have different purposes Knows that we read left to right and top to bottom. To spot and suggest rhymes Clapping the syllables in words RWI set 1 sounds Phase 1 listening activities</p>	<p>To spot and suggest rhymes Clapping the syllables in words RWI set 1 sounds Linking sounds to letters Initial sounds</p>	<p>Begins to be aware of early digraph sounds in the RWI programme RWI set 1/ 2 sounds CVC blending</p>	<p>Reads digraph sounds within words Begins to read captions including digraph sounds RWI set 1/ 2 sounds Segmenting and blending Red words</p>	<p>Reads digraph and trigraph sounds within words Reads captions and sentences including digraph/trigraph and red words Children begin to demonstrate comprehension skills RWI set 1/ 2 sounds Segmenting and blending multi-syllabic words</p>	<p>Reads digraph and trigraph sounds within words Reads captions and sentences including digraph/trigraph and red words Children explain what has happened in a text they have read including new vocabulary. RWI set 1/ 2 /3 sounds</p>

						Reading sentences with fluency
Maths	<p>Number- Showing awareness of early subitizing- recognizing 3 Reciting numbers to 10 Representing numbers on their fingers Begins to make marks to represent numbers Compares more than and fewer than</p> <p>Shape, space and measure- Begins to talk about 2D shapes Understanding positional language</p> <p>White Rose- Autumn week 4,5 and 6- Just like me</p>	<p>Number- Continues to be aware of subitizing with numbers to 5 Counting objects, actions and sounds Represents numbers to 10 on their fingers Counts to 10 and beyond Compares numbers</p> <p>Shape, space and measure Names and describes 2D shapes Uses positional language Makes comparisons relating to size, length, weight and</p>	<p>Number- Counts objects, actions and sounds Can recognize subitizing to 5 Begins to order numbers Begins to count to 20 Continues to compare numbers Can begin to say one more/less with numbers to 10 Begins to recall number bonds to 10</p> <p>Shape, space and measure Names and describes 2D and some 3D shapes</p>	<p>Number- Counts objects, actions and sounds Can recognize subitizing to 5 Orders numbers to 10 Begins to count to 20 Continues to compare numbers Can begin to say one more/less with numbers to 10 Can recall number bonds to 10</p> <p>Shape, space and measure Names and describes 2D and 3D shapes Rotates and manipulates shapes to fit them into a space</p>	<p>Number- Can recognize subitizing to 5 and beyond Says the number bonds to 5 and then 10 Can say doubling facts Verbally counts to 20 Compares qualities up to 10 in different contexts. Can recognize when an amount is greater than, less than or the same as other quantities Begins to recognize odd and even numbers.</p> <p>Shape, space and</p>	<p>Number- Can recognize subitizing to 5 and beyond Says the number bonds to 5 and then 10 Can say doubling facts Verbally counts to 20 Compares qualities up to 10 in different contexts. Can recognize when an amount is greater than, less than or the same as other quantities</p>

		<p>capacity Combines shapes to create new ones Recognises patterns around them e.g. spotty. Creates simple patterns</p> <p>White Rose- Autumn week 7, 8 and 9- It is me 1,2,3</p> <p>Autumn week 10, 11 and 12- Light and dark</p>	<p>Rotates and manipulates shapes to fit them into a space Begin to recognize that shapes can have other shapes within them.</p> <p>White Rose- Spring week 1, 2 and 3- Alive in 5</p> <p>Spring week 4, 5 and 6- Grow 6, 7 and 8</p>	<p>Begin to recognize that shapes can have other shapes within them. Compares weight, length and capacity</p> <p>White Rose- Spring week 7, 8 and 9- Building 9 and 10</p> <p>Followed by consolidation</p>	<p>measure Names and describes 2D and 3D shapes Rotates and manipulates shapes to fit them into a space Begin to recognize that shapes can have other shapes within them. Compares weight, length and capacity</p> <p>White Rose- summer week 1, 2 and 3- To 20 and beyond</p> <p>Summer week 4, 5 and 6- First, then, now</p>	<p>Begins to recognize odd and even numbers. Shape, space and measure Names and describes 2D and 3D shapes Rotates and manipulates shapes to fit them into a space Begin to recognize that shapes can have other shapes within them. Compares weight, length and capacity</p> <p>White Rose- summer week 7, 8 and 9- find my pattern</p> <p>Summer week</p>
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						10, 11 and 12- on the move
Understanding of World (see individual topic medium term planning)	<p>Me and my Community</p> <ol style="list-style-type: none"> Engage- Our school community for reception Me and my Family Let's be friends People who help us Innovate-helping bear <p>Exploring Autumn</p> <ol style="list-style-type: none"> Engage- Woodland walk Develop- Autumn themed enhancements/discussions Innovate- Make a leaf man book 	<p>Exploring Autumn-</p> <ol style="list-style-type: none"> Continue with develop activities and monitor further changes in the environment. Express-present the work the children have completed. <p>Sparkle and Shine-</p> <ol style="list-style-type: none"> Engage- Explore celebrations the children are aware of Develop- Explore Diwali, Bonfire night, Advent 	<p>Starry night-</p> <ol style="list-style-type: none"> Engage- comparing day and night Develop 1- Time for bed (peace at last) Develop 2- Night owls (Owl Babies) Develop 3- Out in Space (How to Catch a Star) Innovate- Tessa Bear Can't get to Sleep Express- collage of day and night <p>Winter Wonderland-</p> <ol style="list-style-type: none"> Engage- 	<p>Sunshine and Sunflowers</p> <ol style="list-style-type: none"> Engage- Explore the local environment Develop 1- grow a garden Develop 2- garden explorers/minibeasts Develop 3- Fun in the Sun Innovate- plan a picnic Create a book of learning 	<p>Do Cows Drink Milk?</p> <ol style="list-style-type: none"> Engage- Farm visit Develop- farm enhancements and discussion Innovate- create a farm shop and bread making Express- Answering key question 	<p>What can you see in the summer?</p> <p>Engage- summer walk/beach day</p> <p>Develop- Summer enhancements and discussion</p> <p>Innovate- Perfect picnic</p> <p>Express- recapping new learning</p> <p>Moving on</p> <p>Engage- Visit to the year 1 classroom</p> <p>Develop- memories of reception</p> <p>Innovate- my favourite part of reception</p> <p>Express- sharing</p>

		<p>and Christmas</p> <ol style="list-style-type: none"> 3. Innovate- make a diva lamp 4. Express- have a light parade for Diwali 	<p>Winter enhancements and walk</p> <ol style="list-style-type: none"> 2. Develop- winter enhancement and discussions 3. Innovate- make winter bird food cakes 4. Express- Share photos of the project 			special memories
Expressive arts and design	<p>Drawing and painting Children draw with increasing complexity e.g. adding facial features to a circle shape</p> <p>Explore colour and colour mixing</p>	<p>Clay and collage Uses tools confidently for specific purposes (keeping an outcome in mind)</p> <p>Christmas play- singing and performing a role</p>	<p>Singing Encourage children to sing in a group or on their own, matching the pitch and melody</p>	<p>Dance/performance Children express their feelings and responses through dance and performance arts.</p>	<p>Performance Using props and materials to create stories</p> <p>They invent, adapt and recount narratives</p>	<p>Project Children decide on something they want to make, design, make and explain the process they had to complete</p>

<p>Physical development</p>	<p>Gross motor- Movement, balancing, riding, and ball skills Fine motor- holding a pencil with a comfortable grip Choosing a dominant hand Using scissors and beginning to write letters Health and self-care- Be increasingly independent with dressing and undressing Beginning to make healthy choices e.g. food and drink Aware of own needs e.g. brushing teeth and using the toilet</p>	<p>Gross motor- Moving in a variety of ways- rolling, crawling, walking, jumping, running, hopping, skipping and climbing Developing fluency in movements Fine motor- Using pencils for drawing and writing Using paintbrushes, scissors, knives, forks and spoons Health and self-care- Begins to be aware of the need for exercise, healthy eating, brushing teeth, a sensible amount of screen time, good sleep routines and being a safe pedestrian</p>	<p>Gross motor- Developing a more fluent style of movement with control and grace Dance and gymnastics Using large and small apparatus indoors and outdoors Fine motor- Using pencils for drawing and writing Using paintbrushes, scissors, knives, forks and spoons Developing a handwriting style which is fast, accurate and efficient Health and self-care- Further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene</p>	<p>Gross motor- Developing body-strength, balance, co-ordination, and agility Developing ball skills- throwing, catching, kicking, passing, batting and aiming Fine motor- Using pencils for drawing and writing Using paintbrushes, scissors, knives, forks and spoons Developing a handwriting style which is fast, accurate and efficient Health and self-care- Further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene</p>	<p>Gross motor- Negotiating spaces and obstacles with consideration for themselves and others Developing strength, balance and co-ordination when playing Fine motor- Holds a pencil for fluent writing using the tripod grip Uses small tools including scissors, paintbrushes and cutlery Shows accuracy and care when drawing Health and self-care- Further develop the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene Sun safety</p>	<p>Gross motor- Negotiating spaces and obstacles with consideration for themselves and others Developing strength, balance and co-ordination when playing Sports day Fine motor- Holds a pencil for fluent writing using the tripod grip Uses small tools including scissors, paintbrushes and cutlery Shows accuracy and care when drawing Health and self-care- Further develop</p>
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						the skills they need to manage the school day successfully- lining up, mealtimes and personal hygiene Sun safety
Jigsaw (PSHE)- see planning document	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me