









The Way, The Truth, The Life

<i>Reception</i>			
<i>Subject</i>	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<u>Personal, Social and Emotional Development</u> 	<p>Identify their own feelings and others with visual aids to support them. We read the Colour Monster and link our feelings to each monster, learning how we can manage some of our feelings, such as being sad or angry.</p> <p>Develop new relationships with their class and school community.</p>	<p>Begin to challenge themselves with their play.</p> <p>Use a timer to share toys and games</p> <p>Regulate their own feelings and those of others. Introduction of Zones of Regulation and how children can begin to manage their feelings to help them.</p>	<p>Have good self-regulation and work towards simple goals for themselves, meaning they can wait for what they want</p> <p>Be able to manage themselves effectively, meaning they are confident to try new activities and show independence</p> <p>Show good resilience and perseverance in the face of challenge</p> <p>Have good, positive relationships with all members of their school community</p>
<u>Communication and Language</u> 	<p>Sit on the carpet for whole class learning.</p> <p>Joining in with whole school assemblies.</p> <p>Poetry basket - learning poems in class.</p> <p>Sharing thoughts and ideas with friends and an adult.</p>	<p>Work in small groups effectively.</p> <p>Talk clearly about a topic they are familiar with, and begin to use a wider range of learned vocabulary related to our topics.</p> <p>Share ideas during whole class inputs.</p>	<p>Listen attentively in a wide range of situations around school, responding to what they hear in a relevant manner</p> <p>Participate in small group and class discussions, offering their own ideas using recently introduced vocabulary.</p> <p>Offer an explanation of why things might happen</p> <p>Talk confidently in full sentences about their experiences and feelings, using the past, present and future tenses (when modelled by an adult)</p>
<u>Physical Development</u> 	<p>Experimenting with different ways of moving and travelling.</p> <p>Practising fine motor skills to work towards holding a pencil with a tripod grip.</p>	<p>Begin to demonstrate strength, balance and coordination when playing team games.</p> <p>Form letters correctly, holding a pencil with a tripod grip.</p>	<p>Hold a pencil with an effective tripod grip and use other small tools appropriately, including cutlery</p> <p>Negotiate space and obstacles effectively when travelling in different ways (running, jumping, hopping etc)</p>
<u>Literacy: Comprehension</u> 	<p>Sharing books with and without words as a class and with teachers.</p> <p>Whole class story time.</p>	<p>Begin to anticipate key events in stories.</p> <p>Develop their vocabulary through stories and books.</p> <p>Read a range of books, both in class and at home. Poems, nonfiction and fiction.</p>	<p>Demonstrate a good understanding of what has been read to them by telling stories using their own words and recently introduced vocabulary</p>
<u>Literacy: Word Recognition</u> 	<p>Learning set 1 sounds (following the order of Read, Write, Inc.) and early set 2.</p> <p>Name recognition and writing.</p> <p>Read a simple CVC word (e.g. hat, bat).</p>	<p>Learning and consolidating set 2 sounds.</p> <p>Reading words with set 1 and 2 sounds.</p> <p>Read a short sentence independently.</p>	<p>Reading CCVC and CVCC words.</p> <p>Read aloud sentences independently using phonic knowledge to decode new words, as well as other strategies</p> <p>Recognising and reading tricky words.</p>
<u>Literacy: Writing</u>	<p>Recognising phase 2 sounds.</p>	<p>Begin to write short sentences and captions using their phonic knowledge, using recognisable letters which are formed correctly.</p>	<p>Write simple phrases or sentences that can be read by themselves and others.</p>

	<p>Hearing the initial sound in words.</p> <p>Beginning to blend and segment CVC words (e.g. map, hat).</p>	<p>Write words containing both phase 2 and 3 sounds (rain, clown).</p>	<p>Write a range of harder to read and spell words.</p>
<p><u>Maths: Number</u></p> 	<p>Learn numbers 0-5.</p> <p>Understand the composition of numbers to 5.</p> <p>Subitising (recognise quantities without counting) up to 5.</p>	<p>Learn numbers 5-10.</p> <p>Understand the composition of numbers to 10.</p> <p>Begin to learn number bonds to 5 and 10 with subtraction facts.</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Know some number bonds to 10 with subtraction facts.</p> <p>Count beyond 20.</p>
<p><u>Maths: Numerical Patterns:</u></p> 	<p>Comparing quantities using the terms greater than and less than.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p>
<p><u>Understanding the World</u></p> 	<p>This is me! Who is in our family and how they support us.</p> <p>Seasons - Autumn and winter. What are the changes?</p> <p>Light and Dark: exploring how light and darkness make us feel. Fireworks and exploring light sources.</p> <p>Christmas: our traditions and traditions of other families too. Christmas around the world.</p>	<p>People who help us: how people in our local community help us, such as firefighters, postal workers etc. and how their jobs have changed from the past.</p> <p>Once Upon a Time, our topic focuses on traditional tales and alternative versions. Making maps from stories such as Little Red Riding Hood and investigating crimes in The 3 Little Pigs.</p>	<p>Animals: life cycles with real caterpillars turning into butterflies.</p> <p>Seasons changing - spring to summer.</p> <p>Dinosaurs - life in the past.</p>
<p><u>Expressive Art and Design</u></p> 	<p>Explore the creative area and materials within it</p> <p>Begin to join materials in different ways</p> <p>Join in with familiar songs and stories</p>	<p>Begin to use their creative ideas to enhance their play (e.g. making props).</p> <p>Perform songs, rhymes, poems and stories within their friendship groups.</p>	<p>Talk about their creations and the processes they have used</p> <p>Invent, adapt and recount narratives and stories with their friends and teacher</p>
<p><u>RE</u></p> 	<p>To Know You More Clearly (Day by Day):</p> <p>Branch 1: Creation and Covenant Recognise how God made our world, and how we are part of His family.</p> <p>Branch 2: Prophecy and Promise Recognise the story of the first Christmas, and how Jesus came for the world.</p>	<p>To Know You More Clearly (Day by Day):</p> <p>Branch 3: Galilee to Jerusalem Recognise that Jesus cares and welcomes everyone.</p> <p>Branch 4: Desert to Garden Recognise how we take care of others during Lent and that Lent is a time to grow closer to God.</p>	<p>To Know You More Clearly (Day by Day):</p> <p>Branch 5: To the Ends of the Earth Recognise that Jesus went back to his Father and sent the Holy Spirit.</p> <p>Branch 6: Dialogue and Encounter Recognise that people all over the world are friends of Jesus. Focusing on another faith - Islam.</p>
<p><u>PSHE/RSE</u></p> 	<p>Created and Loved by God</p> <p>Me, My Body, My Health Know that they are each unique, with individual gifts, talents and skills. Know that their bodies are good and made by God and the names of the parts of the body What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene</p> <p>Emotional Wellbeing Know that we have different likes and dislikes Learn simple strategies for managing feelings</p>	<p>Created to Love Others</p> <p>Personal Relationships Name special people they can trust Consider how to solve conflict in friendships</p> <p>Life Online Staying safe online</p> <p>Keeping Safe Understanding bodily privacy (NSPCC PANTS) Understanding medicine</p>	<p>Living in the Wider World</p> <p>Religious Understanding Know they are made to love others like God loves us</p> <p>Learn about their responsibilities to other people, places and the planet</p> <p>Life cycles Recognise growing up</p>

<div>Curriculum enrichment</div> <div></div>	<div>Individual home visits</div> <div>Curriculum meeting for parents</div> <div>We're Going on a Bear Hunt Day</div> <div>Nativity performance</div>	<div>People who help us- visitors</div> <div>Post box walk</div> <div>What you want to be when you're older dress up day.</div> <div>World Book Day dress up</div>	<div>Resurrection celebration</div> <div>Superhero party- plan a party and write lists to buy food from the shop.</div> <div>Caterpillars to butterflies</div> <div>Bocketts Farm trip</div> <div>Sports Day</div> <div>Teddy Bear's Picnic</div>
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