

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Theme	All About Us!	Sparkly Celebrations	Light and Dark	People Who Help Us	Traditional Tales	Amazing Animals
Literacy	Initial sounds, rhyming, blending, segmenting, making and adapting story maps.  Letters and Sounds Phase 1 and 2	Writing birthday cards, invitations etc. Initial sounds moving on to CVC words, blending and segmenting  Letters and Sounds Phase 2	Rhyme – Twinkle, Twinkle Little Star  Letters and Sounds Phase 3 including digraphs and trigraphs	Labelling, factual sentences, captions, writing letters. Writing about favourite parts of stories.  Letters and Sounds Phase 3 finish and recap.	Writing retellings of traditional tales, wanted posters, character descriptions, ordering stories, writing alternatives.  Letters and Sounds Phase 4	Character descriptions, story maps, alternative endings for stories, rhyme, factual writing and instructions.  Revision of all phonics. Introduction of Pahse 5.
Quality Texts	The Enormous Turnip, Oliver’s Vegetables, The Body, Funny bones, The Tiger Who Came to Tea	Kipper’s Birthday, Hovis the Hedgehog, We’re Going on an Elf Hunt, Mr Men Little Miss Happy Diwali, The Runaway Wok, The Magic Paintbrush	Owl Babies, Can’t You Sleep Little Bear, Whatever Next!, How to Catch a Star, Non-fiction texts about Space and nocturnal animals	The Jolly Postman, Mog and the VET, Six Dinner Sid, Zog and the Flying Doctors, Burglar Bill, Non-fictions books about emergency services	The Three Little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears, The Three Billy Goats Gruff, Jack and the Beanstalk	Superworm, What the Ladybird Heard, The Snail and the Whale, Spinderella, The Very Hungry Caterpillar, The Bad Tempered Ladybird, Rumble in the Jungle, Commotion in the Ocean
Maths	Subitising Cardinality 1:1 counting correspondence	White Rose and NCETM	White Rose and NCETM	White Rose and NCETM	White Rose and NCETM	White Rose and NCETM
Understanding the World	Naming body parts, healthy eating, similarities and differences between us, autumn walks and	Diwali, birthdays, Christmas, Chinese New Year, bonfire night. Looking at how different festivals are celebrated, looking at similarities and differences, digital art	Investigating shadows with torches, light and dark boxes, space and planets, hunting for light sources, nocturnal animals	Maps of walks to the post box, looking at the local area and emergency services, spring walk	Planting (beans, grass, cress), taking photographs, Eid  RE – Stories – What can we learn from stories?	Minibeast hunts, making minibeasts homes, butterfly life cycle, Beebots

	planting bulbs ready for spring  RE – What makes people special? (covered within topic)	RE – Christmas – What is Christmas?	RE – Celebrations – How do people celebrate?	RE – Easter – What is Easter?		RE – Special Places – What makes places special?
Expressive Art and Design	Skeleton pictures, self-portraits, pictures of family/pets  Role play: home corner	Making divas, Christmas cards, decorations, birthday cards  Mondrian Shape Art, Kandinsky Shape Art  Role play: decorated home corner – birthday parties, Christmas station, Grotto, Diwali decorations (divas, Rangoli patterns)	Shadow art, papier Mache planets, paper plate nocturnal animals  Van Gogh’s Starry Night Kumi Yamashita’s shadow art  Role play: Camping, space station/rockets and then follow children’s interests	Junk modelling of emergency vehicles Mother’s Day cards Easter cards  Role play: post office, police station, hospital/doctors, dentist. Fire stations outside.	Making beanstalks Making bridges Exploring with porridge Mixing colours  Role play: follow children’s interests to adapt a house – 3 bears house, Little Red’s cottage	Symmetrical butterflies, printing to make caterpillars, handprint artwork, decorating wings, tessellating shapes – bee hives. Spider web weaving  Matisse’s Snail Lucy Arnold’s insect art  Role play: Zoo, vets, jungle, ocean
Communication and Language	Making relationships – turn taking and sharing. Developing confidence - telling people about themselves and their likes and dislikes	Talking about familiar events and family celebrations. Developing respect for others and their beliefs/ideas	Descriptive language, asking questions to discover more, extending sentence structure	Describing own experiences at the doctors, vets etc.	Sharing opinions, developing story language and listening skills, retell stories.	Talking about their favourite animal or minibeast, describing animals and their habitats
Personal, Social, Emotional	Self-regulation, introduction to the classroom areas and school expectations, identifying trusted adults	Respect – what does it mean and how can we show it? Link to UW other cultures and beliefs.	Responsibility – what does it mean and how can we show it? Tidy up times, team work.	Resilience – what does it mean and how can we show it?	Reflect – what does it mean and how can we show it?	Resourcefulness – what does it mean and how can we show it? Getting ready for year 1 – what can we use in

						school to help us learn?
Physical Development	PE HUB: Body Management 1	PE HUB: Gymnastics 1	PE HUB: Dance 1	PE HUB: Gymnastics 2	PE HUB: Speed and agility 1	PE HUB: Cooperate and solving problems 1
	Building obstacle courses, balancing, gross motor movements (running, hopping, skipping jumping), fine motor (tweezers, threading, various sized mark making tools, cutting skills), coordination, finding rhythm, throwing and catching games, team games and sportsmanship					
Skills for Life	Rights, Rules and Responsibilities E-safety <i>(cross-curricular unit to be taught during Computing sessions)</i>	Managing Hurtful Behaviour and Bullying	Children's Mental Health Week	Keeping Healthy	Ourselves, Growing and Changing	Families and Friendships