

Reception and Year One Year Plan

	Autumn		Spring		Summer	
Topic	All creatures great and small	Once upon a time	Where in the world	Ready, steady grow	Superheroes	Near and far
Super start	All About Me Box	Traditional tale dress up and rooms	Locality walk	Planting	Superhero day	Beach Trip
	Topic 2 nd half	T4W 1 st Topic 2 nd	Topic 1 st T4W 2 nd	T4W 1 st Topic 2 nd	T4W 1 st Topic 2 nd	Topic 1 st T4W 2 nd
Fabulous finish	Share our work with families during an open afternoon.	Nativity.	Dance celebration linked to PE unit of work	Parent open afternoon .	Visit from a nurse/ doctor.	Graduation/ Celebration Final showcase of our work throughout the year.
Key subject focus:	Science Animals	History	Geography Locality	Science Plants	History Nurses and People who Help us. †	Science/Geography
Trips	Animal visit /RSPCA	Lanhydrock house	Locality walk	Eden project	Visit from school nurse/fire brigade	Beach trip
Enquiry question:	How do animals survive?	What has changed since my parents and grandparents were young?	What would I like to change in my locality?	How do plants grow?	Why are heroes important?	How different is London to Cornwall?
Core Text - Reading	In my heart Owl babies Super worm Funny Bones	Who's been eating my porridge? Stick Man	Sharing a Shell	The tiny seed Titch	A superhero like you	Handa's Surprise Town Mouse and Country Mouse

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Core text – talk for writing and topic	Grammarsaurus	The Gingerbread Man	The Three Little Pigs	The Enormous Turnip	Supertato.	My Gumpy's outing
WOW Write	Name writing All about me - description	Letter writing Letter	Story Story	Poetry – seasons Poetry – seasons	Story Story	Recount Recount
Personal, social and emotional development	<p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 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. <p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> 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. 					
Personal, social and emotional development	Talking about our school rules. Use behaviour rainbow and explain the steps.	Discussions about other cultures and traditions. Talking about their choice. Plan, do, review	Reinforcing the rules after holidays. Speaking and listening games to support children to	Understand and ask different questions. Hot seating linked to Literacy. Playing together cooperatively	Talk about feelings. Link to what it feels like after you have exercised. Follow rules. Maintain control of my feelings.	Responding to people in a friendly way. Maintain control of feelings – Talk about different opinions we ache have. Adapting to change in routine – Linked to

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	Reinforcing positive behaviour.	in ECP activities. Co-operative play and problem solving together.	respond to what others are saying. Speaking to adults about their wants and talking in small groups and class situations.	and taking turns with others. Confident to try different activities and say why they like certain activities.	Achieve different outcomes without adult support. Adapt to changes in routine. Confident to speak in a small group.	transition and other events that happen in this half term.
PSHE – Scarf	Me and My Relationships -Why we have classroom rules -How are you listening? -Good friends -Thinking about feelings -Our feelings -Feelings and bodies	Keeping myself safe -Super sleep -Good or bad touches -What could Harold do? -Sharing pictures. -Who can help? -Harold loses Geoffrey -Listening to my feelings.	Valuing difference -It's not fair! -Who are our special people? -Our special people balloons. -Same or different. -Unkind, tease or bully. -Harold's school rules	Rights and Respect - I can eat a rainbow -Eat well -Harold learns to ride his bike -Yes, I can! -Harold's wash and brush up. -Catch it! Bin it! Kill it!	Being my Best -Taking care of something. -Harold has a bad day. -Around and about the school. -Basic first aid. -Harold's money. -How should we look after our money.	Growing and Changing -Healthy me -Then and now -Taking care of a baby -RSE Where do babies come from?/Who can help? Getting bigger/ - Surprises and secrets -Me and my body- girls and boys/-Keeping privates private.
Communication and Language	<p style="text-align: center;">Communication and Language Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. <p style="text-align: center;">Speaking</p>					

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	<ul style="list-style-type: none"> • 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 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. 					
<p>Communication and Language</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to</p>	<p>Listen and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>	<p>Use new vocabulary through the day. Ask questions to find out more and to check they understand. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in non-fiction books. Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Engage in non-fiction books. Engage in story times. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-</p>	<p>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. Offer explanations for why things might happen, making use of recently introduced vocabulary from 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.</p>

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	<p>how they sound. Learn rhymes, poems and songs.</p>	<p>making use of conjunctions, with modelling and support from their teacher.</p>			<p>one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>WellComm</p>
<p>Physical Development:</p>	<p style="text-align: center;">Physical Development Gross Motor Skills</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. 					

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	<ul style="list-style-type: none"> Begin to show accuracy and care when drawing. 					
Fine motor	<p>Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation.</p> <p>Dough Disco</p>	<p>Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation. Holding a pencil correctly.</p> <p>Dough Disco</p>	<p>Holding a pencil correctly. Forming letters correctly.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing.</p> <p>Pen Disco</p>	<p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Handle equipment and tools effectively, including pencils for writing. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Pen Disco</p>
Gross Motor Reception and Year one	<p>Invasion games</p> <p>Key values: Curiosity Imagination Reflection</p>	<p>Gymnastics</p> <p>Key values: Curiosity Imagination Reflection</p>	<p>Dance</p> <p>Key values: Gratitude Empathy Respect</p>	<p>Net and Wall</p> <p>Key values: Gratitude Empathy Respect</p>	<p>Striking and fielding</p> <p>Key values: Self-belief Honesty Courage</p>	<p>Athletics</p> <p>Key values: Self-belief Honesty Courage</p>

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Reading/ phonics	RWI phonics, comprehension and spelling teaches skills progressively across EYFS, Yr1 and Yr 2 (see additional reading progression document)					
Literacy	<p style="text-align: center;">Literacy Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • 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. <p style="text-align: center;">Word reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and 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 phonic knowledge, including some common exception words. <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 					
Reception: Literacy: (Comprehension, Word reading, writing)	<p>Writing: Grammar Name writing focus. Letter formation-forming letters correctly.</p> <p>Write a fact file about an animal they</p>	<p>Writing: History description – comparisons from the past.</p> <p>Retelling story and talking about events in focussed story - The Gingerbread Man. Writing a</p>	<p>Writing: Locality description – Talk and write about our environment.</p> <p>Character descriptions. Write a simple story linked to The Three Little Pigs. Retell a story with confidence.</p>	<p>Writing: Instruction text.</p> <p>Label parts of a flower. Link to life cycle of a flower. Instructions on how to grow a flower.</p> <p>Character descriptions.</p>	<p>Writing: Write facts about people who help us, including Florence Nightingale.</p>	<p>Writing: Leaflet</p> <p>Link to transition write a letter to your new teacher.</p>

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	<p>have learnt about.</p> <p>Word reading: Reading individual letters (RWI phonics).</p>	<p>character description.</p> <p>Poetry – Remembrance Day – write a simple poem. Continue a rhyming string Captions and name writing.</p> <p>Writing a letter to Father Christmas. Character description.</p>	<p>Sequence a story. Write a simple story.</p>	<p>Write a simple story linked to The Enormous Turnip. Retell a story with confidence. Sequence a story.</p> <p>Look at poems and write poetry.</p>		
Year 1. Literacy	<p>Grammarsaurus</p> <p><u>Non-fiction:</u> A description of an animal.</p>	<p>Character description.</p> <p><u>Remembrance Poetry</u></p> <p><u>Non-fiction:</u> History – comparison of things from the past.</p>	<p>Simple narrative innovations</p> <p><u>Non-fiction:</u> Geographic locality description.</p>	<p>Simple narrative innovations</p> <p><u>Spring Poetry</u></p> <p><u>Non-fiction:</u> Science instruction plants.</p>	<p>Simple narrative innovation</p> <p><u>Non-fiction:</u> History non-chronological report</p>	<p>Simple narrative innovations.</p> <p><u>Non-fiction:</u> Geography persuasive leaflet.</p>
Mathematics	<p style="text-align: center;">Mathematics Number</p> <ul style="list-style-type: none"> • 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. 					

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	<p>Numerical patterns</p> <ul style="list-style-type: none"> 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. 					
<p>Mathematics: Reception</p>	<p>Recognise numerals to 5. Count objects to 5. Find a total of two groups by counting up to a total of 5. Compare two groups of objects saying when they have the same number. Subitise numbers to 5. Compare length, weight and capacity. Explore, continue and create patterns.</p>	<p>Count forwards and backwards to 10. Count objects, actions and sounds. Link the number symbol with its cardinal value. Understand one more and one less than relationship between consecutive numbers. Compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>	<p>Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond 10. Compare numbers. Explore composition of numbers to 10. Compare length, weight and capacity. Explore, compare height, length and time.</p>	<p>Explore, compare height, length and time. Understand one more and one less than relationship between consecutive numbers. Explore composition of numbers to 10. Automatically recall the number bonds for numbers 0-10. Compose and decompose shapes so that children recognise a shape can have other shapes within it. Explore 2D and 3D shapes.</p>	<p>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. Compare quantities up to 10 in different contexts,</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Verbally count beyond 20, recognising the pattern of the counting system. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

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					recognising when one quantity is greater than, less than or the same as the other quantity.	
Mathematics Year One	Number: place value (within 10) Number: addition and subtraction	Number: addition and subtraction Geometry: shape	Number: place value within 20. Number: Addition and subtraction	Number: place value within 50. Measurement: Length and Height Measurement: mass and volume	Number: multiplication and division (including multiples of 2, 5 and 10) Number: fractions Geometry: position and direction	Number: place value (within 100) Measurement: money Measurement: time
Understanding of the World.	<p style="text-align: center;">Understanding of the world Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;">People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 					

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The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

<p>Understanding of the World.</p>	<p>Children will explore the natural world around them. Recognise some environments that are different to the one in which they live. Discussing animal habitats and where they are in the world (cold and hot parts of the world) Understand the effect of changing seasons on the natural world around them. Explore the natural world</p>	<p>Children will explore the natural world around them. Talk about members of their immediate family. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children will explore the natural world around them. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Understand that some places are special to members of their community. Locality walk to look at types of housing. Children will be able draw information from a simple map.</p>	<p>Children will explore the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>Children will explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Talk about members of their community (people who have links to our school historically) Comment on images of familiar situations in the past.</p>	<p>Children will explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
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	<p>around them, making observations and drawing pictures of animals. All about me boxes to share with others.</p>					
Science	<p>How do animals survive? Humans- learn about body parts and match senses to body parts. Animals – identify and classify Identify living and non-living things. Investigate different categories of animals, similarities and differences in relation to types of animals and</p>			<p>How do plants grow? Plants – identify and classify Investigate the properties of plants, similarities and differences to answer the enquiry question: Focus on lifecycles of plants and trees and seasonal changes- children to write instructions on how to care for a plant.</p>		<p>Why is it made like that? Everyday materials Investigate the properties of materials to answer the enquiry: Carry out fair tests to explore a range of materials and compare. Make predictions, record findings and evaluate. Talk about the differences between materials. DT link- making boats.</p>

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Expressive Arts and Design	<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;">Creating Materials</p> <ul style="list-style-type: none"> • 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. • Make use of props and materials when role playing characters in narratives and stories. <p style="text-align: center;">Being Imaginative</p> <ul style="list-style-type: none"> • 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. 					
	Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing	Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo and in groups. Create collaboratively sharing ideas, resources and skills.	Develop storylines in pretend play. Explore and engage in music making and dance, performing solo and in groups. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Sing a range of well-known	Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills. Art - Transitional art – beach sculptures (Andy Goldsworthy) Music : Pattern	Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills. DT – materials - making boats Music : Travel

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	<p>their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>DT – moving animals</p> <p>Music: Our bodies Animals</p>	<p>Art – Portraits - looking at work of our own and different artists e.g. Picasso and Arcimboldo</p> <p>Music: Nativity</p>	<p>nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Art – John Dyer seaside pictures</p> <p>Music: Number Our school</p>	<p>Art - Looking at textures and patterns in nature. Van Gogh- Revisit as a previous artist. Georgia O'Keeffe as new artist</p> <p>DT – fruit kababs/salad</p> <p>Music: Seasons Weather</p>	Machines	
Art: Year 1 & Reception		<p>Portraits - looking at work of our own and different artists e.g. Picasso and Arcimboldo</p>	<p>John Dyer seaside pictures</p>	<p>Looking at textures and patterns in nature. Van Gogh- Revisit as a previous artist. Georgia O'Keeffe as new artist</p>	<p>Transitional art – beach sculptures (Andy Goldsworthy)</p>	
DT: Year 1 & Reception	<p>Moving animals</p>			<p>Fruit kababs/salad</p>		<p>Materials - making boats</p>
Music: Year 1 & Reception	<p>Our bodies Animals</p>	<p>Nativ</p>	<p>Number Our school</p>	<p>Seasons Weather</p>	<p>Pattern Machines</p>	<p>Travel</p>

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RE: Reception	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
RE – Year One	Does God want Christians to look after the world?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Other events						15 th June – Father's Day
Outdoor learning: Year 1 & Reception	-Team building games- -Explore our own environment looking for minibeasts and for creatures in our school outdoors.	-Visit to Lanhydrock. Explore the gardens and take photographs to reflect on in later science learning.	Locality walks (up the mount, back along St.Mary's Road) -Walk to the park. (Print off OS maps of area, afterwards ask children to trace the walk on the map.)	-Plant sunflower seeds. Visir -Plant bulbs/trees/seeds at school. - Visit to Eden, plant workshops, explore the range of plants and what grows where.	Explore our own environment looking for minibeasts and for creatures in our school outdoors.	Transient Art; Par beach. -Create transient images in our school environment.

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			-Link OS map to Google Earth maps.			
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