

# Reception Year Plan

	Autumn		Spring		Summer	
Topic	<b>Marvellous Me</b>	<b>Once upon a time</b>	<b>On the go!</b>	<b>Ready steady grow</b>	<b>Near and Far</b>	<b>All creatures great and small</b>
Super start	Bring in family photos/special box for show and tell	Traditional tales launch lesson. Dress up as a character	PE showcase invite parents in	Garden centre	Journey to a near place	Marks ark or equivalent
Fabulous finish	Share our work with families during an open afternoon.	Nativity.	Dance celebration linked to PE unit of work	Parent open afternoon	Par beach	Graduation/ Celebration  Final showcase of our work throughout the year.
Trips	Heligan trip	Cinema trip	Locality walks	Eden project	Par beach	Marks ark coming into school
Enquiry question:	What has changed since my parent's and grandparents were young?	Which materials would keep us dry?	What would I like to change in my locality?	How do plants grow?	What was life like in the past?	How do animals survive?
Core Text - Reading	Stories about feelings	Who's Been Eating My Porridge	Rosie's Walk Mr Gumpy's outing	See book spine by the author Nick Butterworth Tree	See book spine by the author Oliver Jeffers	Other books from Julia Donaldson

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Core text – talk for writing and topic	Goldilocks and the Three Bears	The Three Billy Goats Gruff	We're Going on a bear hunt	After The Storm by Nick Butterworth	Lost and Found by Oliver Jeffers	The Monkey Puzzle
WOW write	Name writing and photo of pencil grip	Letter writing	Stroy	Poetry	Recount	Story
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;"><b>Literacy Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p style="text-align: center;"><b>Word reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>					
Literacy: (Comprehension, Word reading, writing)	Writing: Name writing focus. Letter formation-	CVC word reading and writing.	Retell a story with confidence. Retell a story. Sequence a story.	Write about features linked to home.	Write a recount of our trip to the beach.	Alphabet animals – Name letters of the alphabet.

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	<p>forming letters correctly. Retelling story and talking about events in focussed story - Rosie's walk.</p> <p>Word reading: Reading individual letters (RWI phonics)</p>	<p>Handwriting patterns. Poetry related to Poppy Day. Continue a rhyming string Captions and name writing. Writing a letter to Father Christmas.</p> <p>Character description. Write a simple story linked to traditional tales.</p>	<p>Write a simple story. Children say what makes them healthy. Drawing themselves and discussions about healthy lifestyles. Deign a healthy plate of food. Write a recipe of how to make a fruit salad. Write instructions on how to brush their teeth. Write a simple story Write a diary entry – Keep a fitness diary across a week.</p>	<p>Write instructions – How to grow a cress linked to topic. Label parts of a flower. Link to life cycle of a flower. Write a recipe – using the cress that we have grown use to make a sandwich. Write a simple poem about the seasons linked to Tree.</p>	<p>Look at beach poem and write simple poems.</p> <p>Character descriptions. Write a simple story linked to Lost and found.</p> <p>Write sentences about what has changed around our school- e.g. uniform, swimming pool.</p>	<p>Write a fact file about an animal they have learnt about. Retell and write a story they have learnt about during this topic. Write a letter- Link to transition write a letter to your new teacher.</p>
Mathematics	<p style="text-align: center;"><b>Mathematics</b></p> <p style="text-align: center;"><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>Numerical patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>					
	<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.</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.</p>	<p>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.</p>	<p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</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>

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		Continue, copy and create repeating patterns.			greater than, less than or the same as the other quantity.	
Physical Development	<p style="text-align: center;"><b>Physical Development</b> <b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p style="text-align: center;"><b>Fine Motor Skills</b></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"> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>					
Fine Motor Skills	Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation.	Fine motor activities to support holding a pencil correctly. Handwriting pattern. Correct letter formation. Holding a pencil correctly.	Holding a pencil correctly. Forming letters correctly.	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.	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.	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.
Gross Motor Skills PE	Invasion games	Gymnastics Key values:	Dance Key values:	Net and Wall Key values:	Striking and fielding Key values:	Athletics Key values:

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	Key values: Curiosity Imagination Reflection	Curiosity Imagination Reflection	Gratitude Empathy Respect	Gratitude Empathy Respect	Self-belief Honesty Courage	Self-belief Honesty Courage
Personal, Social and Emotional Development	<p align="center"><b>Personal, Social and Emotional Development</b></p> <p align="center"><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p align="center"><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p align="center"><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul>					
PSHE – Scarf	<b>Me and My Relationships</b>	<b>Keeping myself safe</b>	<b>Valuing difference</b>	<b>Rights and Respect</b>	<b>Being my Best</b>	<b>Growing and Changing</b>
	Talking about our school rules. Use behaviour rainbow and	Discussions about other cultures and traditions.	Reinforcing the rules after holidays.	Understand and ask different questions. Hot	Talk about feelings. Link to what it feels like after you have exercised.	Responding to people in a friendly way. Maintain control of feelings – Talk about

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	explain the steps. Reinforcing positive behaviour.	Talking about their choice. Plan, do, review in ECP activities. Co-operative play and problem solving together.	Speaking and listening games to support children to respond to what others are saying. Speaking to adults about their wants and talking in small groups and class situations.	seating linked to Literacy. Playing together cooperatively and taking turns with others. Confident to try different activities and say why they like certain activities.	Follow rules. Maintain control of my feelings. Achieve different outcomes without adult support. Adapt to changes in routine. Confident to speak in a small group.	different opinions we ache have. Adapting to change in routine – Linked to transition and other events that happen in this half term.
Communication and Language	<p style="text-align: center;"><b>Communication and Language</b> <b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p style="text-align: center;"><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> </ul>					
	Understand how to listen carefully and why listening is important.	Listen and talk about stories to build familiarity and understanding.	Use new vocabulary through the day.	Articulate their ideas and thoughts in well-formed sentences.	Listen attentively and respond to what they hear with relevant questions,	Make comments about what they have heard and ask questions to clarify

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	<p>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 how they sound. Learn rhymes, poems and songs.</p>	<p>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.</p>	<p>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>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>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-one discussions, offering their own ideas, using recently introduced vocabulary. 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</p>	<p>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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					and support from their teacher.	
Understanding of the World.	<p style="text-align: center;"><b>Understanding of the world Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
	Talk about members of their immediate family. Name and describe	Talk about members of their community (people who have links to	Explore the natural world around them. Recognise some environments that are different to the one in which they live. Discussing	Understand that some places are special to members of their community. Locality walk to look at types of housing.	Explain some similarities and differences between life in this country and life in other countries.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities

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	<p>people who are familiar to them. All about me boxes to share with others. Draw information from a simple map. (Heligan trip). Birds eye views of Rosie's farmyard and the classroom with dolls house resources. School walk – map making – directional language. <i>Where did Rosie go?</i></p>	<p>our school historically) Comment on images of familiar situations in the past. 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>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. <i>Can a penguin live in the desert?</i></p>	<p><i>What is my home like?</i></p>	<p><i>What is it like in other countries?</i></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>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>
Expressive Arts and Design	<p style="text-align: center;"><b>Expressive Arts and Design</b> <b>Creating Materials</b></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p style="text-align: center;"><b>Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>					

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	<ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
	<p>Marvellous me 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 their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>Once upon a time Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively sharing ideas, resources and skills.</p> <p>Music – performance singing</p> <p>Art – Xmas</p> <p>DT – Make a bridge for the 3 Billie Goats Gruff to cross. Diwali pots.</p> <p>Music- Christmas.</p>	<p>On the go Develop storylines in pretend play. Explore and engage in music making and dance, performing solo and in groups.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to</p>	<p>Ready, steady, grow Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Art – Vincent Van Gogh – sunflowers.</p> <p>Music- Our growing world.</p>	<p>Near and Far Music- Busy city.</p>	<p>All Creatures Great and Small Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources and skills.</p> <p>Art – observational drawings of animals.</p> <p>DT – Puppets for the Monkey puzzle.</p> <p>Music- Amazing African animals. Under the sea.</p>

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	Art – Arcimboldo – link to portraits  Music- New beginnings.		move in time with music. DT – fruit kababs Music- Fabulous food.			
RE	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
Other events	Mental Health Day	Diwali Guy Fawkes Remembrance Day Anti bullying week Children in need Christmas jumper day Christmas performances	February Safer Internet day WB Chinese New Year Valentines Shrove Tuesday (Mr Wolfs Pancakes)	Science week March?  World book day  Mothers Day  Easter Sunday	Sports Day	Year 1 Phonics screening EYFS2 Celebration/ Graduation performance.  June Father's Day

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Outdoor learning	Heligan with a focus all about them as mini explorers.  Introductions to outdoor learning.	Beach trip  Fire lighting and hot chocolates.	Someone in – RSPCA, Bird sanctuary.  Bug hotels and Bug dens.	Trip to the woods – magical forests. Make fairy houses and leave in the woods.	Planters and planting their own vegetables.	Team building activities.
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