

Date	Topic questions	Prime area - communication and language talk boost	Prime area - Physical development 1x PE session weekly REAL PE - topic based	Prime area - Personal social and emotional PATHS programme	specific area - Literacy	Specific area - mathematics Hamilton maths	Specific area - Understanding world world/people communities/technology	Specific area - Expressive arts and design	special events trips festivals
Autumn term - Parental involvement - Monday meets/ big read/ maths café/reading café/harvest festival /phonic workshop/numeracy work shop/Christmas performance/Christmas decoration afternoon/parent consultation surgeries/phonic workshop									
Autumn 1 term - 6 weeks 1 day									
3wks 3 days	Tell me all about me	Listens to others one to one or in small groups, when conversation interests them. Understands use of objects (e.g. "What do we use to cut things?") Beginning to use more complex sentences to link thoughts (e.g. using and, because).	Can tell adults when hungry or tired or when they want to rest or play. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Usually dry and clean during the day. Can usually manage washing and drying hands. Moves freely and with pleasure and confidence in a range of ways,	Circle rules PATHS animals PATHS child of day Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Can select and use activities and resources with help. Aware of own feelings, and knows that some actions and words can hurt others' feelings	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.	Recite numbers to 10, then 20. Say and use number in songs, rhymes and stories. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set (know when to stop!). Begin to match numerals to the number in a set. Order numerals to 10. Describe the shape and size of shapes. Name circles, squares and triangles. Describe position.	Shows interest in the lives of people who are familiar to them. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Enjoys joining in with dancing and ring games. • Sings a few familiar songs. Developing preferences for forms of expression.	phonic workshop Grove 12 th September KP 14 th Sept Bethany and Benji bear visit (keeping safe) ESKA karate taster phonic evening Grove 28 th September 6-7pm KingsPark 2 nd October 6-7pm
2wks 4 days	I wonder why the leaves fall? (autumn/harvest)	Listens to stories with increasing attention and recall. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Eats a healthy range of foodstuffs and understands need for variety in food. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp	• Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults • Welcomes and values praise for what they have done. Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.	Continue a repeating pattern with two colours/shapes/objects. Rehearse counting to 20 as you do patterns. Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction - Guess how many are hiding Count up to 10 objects which can't be moved.	Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Uses movement to express feelings. • Creates movement in response to music. •	trip to Gressenhall harvest day (learning about planting seed) Harvest festival Parents evenings

						Match numerals to the number in a set. Understand zero to describe an empty set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.			
	half term 20th October – 27th October				Autumn 2 term – 7 weeks 2days				
Au tu mn two 2 wk s.	I wonder why we celebrate? (bonfire night/remembrance day)	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions. . Questions why things happen and gives explanations</p>	<p>Observes the effects of activity on their bodies.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Enjoys responsibility of carrying out small tasks. . Is more outgoing towards unfamiliar people and more confident in new social situations Begins to accept the needs of others and can take turns and share resources, sometimes with support from others 	<p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups. . Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. . Beginning to be aware of the way stories are structured. . Suggests how the story might end.</p>	<p>Compare two lengths using direct comparison; use language of longer and shorter.</p> <p>Use uniform non-standard units to measure items up to 10 units long.</p> <p>Put three lengths in order.</p> <p>Compare two heights using direct comparison; use language of taller and shorter.</p> <p>Use uniform non-standard units to measure items up to 10 units high.</p> <p>Put three heights in order.</p> <p>Compare two numbers/quantities, use the language of 'more' and 'less'.</p>	<p>Recognises and describes special times or events for family or friends. Talks about why things happen and how things work. . Developing an understanding of growth, decay and changes over time</p> <p>. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones</p>	<p>Explores and learns how sounds can be changed. . Explores colour and how colours can be changed.</p> <p>Sings to self and makes up simple songs. . Makes up rhythms. . Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p>	<p>5th November bonfire night</p> <p>11th November remembrance day</p>
Au tu mn two 2 wk s.	I wonder what we can make? (princess/superhero))	<p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Responds to simple instructions, e.g. to get or put away an object.</p> <p>Beginning to understand 'why' and 'how' questions. . Asks e.g. who, what, when, how. . Uses a range of tenses (e.g. play, playing, will play, played).</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p>	<ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Confident to talk to other children when playing, and will communicate freely about own home and community Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. 	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>. Listens to stories with increasing attention and recall. . Describes main story settings, events and principal characters. . Shows interest in illustrations and print in books and print in the environment. . Recognises familiar words and signs such as own name and advertising logos.</p>	<p>Begin to describe 3D shapes.</p> <p>Use 3D shapes to print and make models.</p> <p>Recognise £1 and £2 coins.</p> <p>Compare prices in pounds up to £10 (by making lines of pound coins).</p> <p>Use money in role play (e.g. pound shop).</p> <p>Solve practical problems involving counting or role play.</p>	<p>Shows interest in different occupations and ways of life.</p> <p>. Shows care and concern for living things and the environment</p> <p>. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. . Knows that information can be retrieved from computers</p>	<p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. .</p> <p>. Engages in imaginative role-play based on own first-hand experiences. . Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. . Uses available resources to create props to support role-play. . Captures experiences and responses with a range of media, such as music, dance and paint and other</p>	<p>Grove to KP - activities around making models</p> <p>children in need 17th Nov</p> <p>class assemblies</p>

Autumn 3 weeks 2 days	I wonder what Christmas is? (Christmas)	<p>Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. • Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Experiments with different Ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>	<ul style="list-style-type: none"> • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults • Shows confidence in asking adults for help • Can usually adapt behaviour to different events, social situations and changes in routine 	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, in English, is read from left to right and top to bottom</p>	<p>Use days of the week in context, e.g. story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).</p> <p>Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects.</p> <p>Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>• Shows care and concern for living things and the environment</p> <p>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Knows that information can be retrieved from computers</p>	<p>materials or words</p> <p>Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose.</p> <p>• Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words</p>	<p>decorations for Xmas tree</p> <p>Christmas jumper day</p> <p>Christmas performances</p> <p>Christmas fayre</p>
Christmas holidays 20 th December – 4 th January (inset 3 rd January)									
Spring term – Parental involvement – welcome Wednesdays/ maths café/reading café/ valentine activity afternoon/parent consultation surgeries									
Spring 1 term – 5 weeks 2 days									
Spring 2 weeks 2 days	I wonder why its cold? (winter)	<p>• Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props</p> <p>• Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Travels with confidence and skill around, under, Over and through balancing and climbing equipment. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>• Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them</p>	<p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Writes own name and other things such as labels, captions.</p> <p>write some irregular common words</p> <p>Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend</p>	<p>Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles. Sort other objects using given criteria.</p> <p>Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Looks closely at similarities, differences, patterns and change.</p>	<p>Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments.</p> <p>Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • narrative</p>	<p>Valentine's day celebration in last week before half term.</p>

					them together and knows which letters represent some of them.				
Sp rin g one 3w ks	I wonder why the stars are there? (space)	Two-channelled attention - can listen and do for short span Able to follow a story without pictures or props Listens and responds to ideas expressed by others in conversation or discussion. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'	Travels with confidence and skill around, under, Over and through balancing and climbing equipment. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	• Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise Confident to speak to others about own needs, wants, interests and opinions . • Can describe self in positive terms and talk about abilities. • Aware of the boundaries set, and of behavioural expectations in the setting. •	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. write some irregular common words Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. • Knows that information can be retrieved from books and computers.	Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns. Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction - Guess how many are hiding. Find one more and two more than any number to 10. One more than numbers to 20. Begin to record the number in a set. To 5, then 10.	Enjoys joining in with family customs and routines. Looks closely at similarities, differences, patterns and change. • Completes a simple program on a computer	Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.	14 th February Valentine day 16 th February Chinese new year reading cafes internet safety day 6 th Feb
half term 12th February - 16th February Spring 2 term - 5 weeks 4 days									
Sp rin g two 3 wk s.	I wonder why things grow? (spring/growing)	Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. To follow instructions involving several ideas or actions. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Uses a pencil and holds it effectively to form Recognisable letters, most of which are correctly formed.	Play co-operatively, taking turns with others. Confident to try new activities, and say why they like some activities more than others. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. write some irregular common words To read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.	Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units. Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not. Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets. Recognise 1p, 2p, 5p and 10p coins and know the value of each. Solve practical problems involving counting or role play.	Enjoys joining in with family customs and routines. To know about similarities and differences in relation to places, objects, materials and living things. • Uses ICT hardware to interact with age-appropriate computer software.	Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative.	trip to Melsop farm (lamb's spring) May need to be Pensthorpe or a different farm tempest photos maths cafes

literacy/book ideas Reception class 2017/2018

<p>Autumn one 3 days</p>	<p>3wks</p> <p>Tell me all about you.</p> <p>The three little pigs- Baxter, Nicola</p> <p>Houses and homes (Around the world) -Ann Morris</p> <p>Going to School (Usborne First Experiences) Anna Civardi, Stephen Artwright</p> <p>Topsy and Tim: Start School -Jean Adamson</p> <p>The Family Book -Todd Parr</p> <p>Who's in a Family? -Robert Skutch</p> <p>The Great Big Book of Families -Mary Hoffman</p> <p>funny bones</p> <p>The growing story</p> <p>the name jar- Yangsook Choi</p> <p>I'm me -Sarah Sheridan</p>
<p>Autumn one 4 days</p>	<p>2wks</p> <p>Why are the leaves falling? (autumn)</p> <p>Seasons: Autumn (Go Facts) -Pike, Katy</p> <p>The Very Helpful Hedgehog -Rosie Wellesley</p> <p>Hedgehogs (British Wildlife) -Sally Morgan</p> <p>The Great Big Enormous Turnip (Award Young Readers) -Jackie Andrews</p> <p>Jasper's Beanstalk -Nick Butterworth</p> <p>The Scarecrow's Hat -Brown, Ken</p> <p>The Scarecrow -Thompson, Gina</p> <p>First Favourite Tales: Little Red Hen -Ladybird</p> <p>Farmer Duck -Waddell, Martin</p> <p>Leaves -Stein, David Ezra</p> <p>pizza at sally's -Monica Wellington</p>
<p>Autumn two</p>	<p>2 wks</p> <p>I wonder why we celebrate? (bonfire night/remembrance day)</p> <p>Bonfire Night (Holidays and Festivals) -Dickmann, Nancy</p> <p>Fireworks and Aliens (Encounters with aliens)-Romney, Harris</p> <p>Where The Poppies Now Grow-Hilary Robinson</p>

Autumn two	2 wks	I wonder what we can make? (princesses/superheroes)
Autumn two 2 days	3 wks	I wonder what Christmas is ? (Christmas) The Christmas story - Ian Beck The Nativity Story (Candle Bible for Kids) -Juliet David Father Christmas needs a wee -Nicholas Allen The gift of Christmas-Christine Leeson Harvey Slumfenburger's Christmas Present-John Burningham Santa's Special Letter -Yerrill, Gail
Spring one 2 days	2wks	I wonder why it is cold? (winter) Stick Man -Julia Donaldson Seasons: Winter (Go Facts) -Pike, Katy The Chinese New Year ELT Edition (Cambridge Storybooks) -Joanna Troughton Dragon Dance: A Chinese New Year Ltf: A Chinese New Year Lift-The-Flap Book (Lift-The-Flap, Puffin) -Holub, Joan Penguins in the Fridge -Moon, Nicola
Spring one	3wks	I wonder why the stars are there? (space) space poems -Gaby Morgan what's out there? - Lyn Wilson peep inside space - Usbourne Aliens wear underpants- Claire Freedman Aliens love astronauts -Melinda Kinsman
Spring two wks	3	I wonder why things grow? (spring/growing) When Will It Be Spring? -Walters, Catherine Billy's Sunflower (Read with Little Hippo) -Nicola Moon Oliver's Vegetables -Vivian French Titch (Red Fox picture books) -Pat Hutchins How a Seed Grows (Let's-Read-And-Find-Out Science: Stage 1) Helene J Jordan The Teeny Weeny Tadpole (Book & CD) -Sheridan Cain Tadpole to Frog (Lifecycles)-Camilla de la Bedoyere Tadpole's Promise -Jeanne Willis That's Not a Daffodil! -Honey, Elizabeth The Spotty Dotty Daffodil -Mannering, Rose What is a Plant? (Science of Living Things) -Kalman, Bobbie

		Eddie's Garden: and How to Make Things Grow -Garland, Sarah- Mabel's Magical Garden -Metcalf, Paula
Spring two wks 4 days	2	I wonder what Easter is ? (Easter story/Easter egg) My Mum - Anthony Browne The Easter Story (Usborne Bible Tales) -Heather Amery Peppa Pig: Peppa's Easter Egg Hunt Board book - Ladybird Easter Bunnies Everywhere: Children's Book Ages 3-7 -Rae, Renae
Summer one wks	3	What nursery Rhymes do you know ? (nursery rhymes) Classic Nursery Rhymes -Paige Weber The Completed Hickory Dickory Dock (Aladdin Picture Books)-Aylesworth, Jim Incy Wincy Spider -Chapman, Keith
Summer one	3wks	I wonder where I can we find mini beasts? (mini beasts) The Bad-tempered Ladybird -Carle, Eric Norman the Slug with a Silly Shell -Sue Hendra Snail Trail: In Search of a Modern Masterpiece -Jo Saxton Jam & Honey -Morales, Melita Are You a Bee? (Backyard Books) -Allen, Judy Mad About Minibeasts! -Andreae, Giles Minibeasts: Ladybird First Fabulous Facts -Ladybird Snail Trail -Brown, Ruth The hungry caterpillar - Eric Carle What the ladybird heard
Summer two	4 wks	I wonder where the dinosaurs went? Captain Flinn and the dinosaurs Harry and the bucketful of dinosaurs dinosaur bones - Bob Barner stomp dinosaur stomp -Margaret Mayo there's a T-Rex in town Mad about dinosaurs first fabulous facts - dinosaurs -Ladybird ten terrible dinosaurs

dinosaurs love underpants-Ben Freedman
the dinosaur that pooped a planet - Tom Fletcher

Summer two 3 wks

I wonder what we would like to learn?