

BOURNE WESTFIELD PRIMARY ACADEMY YEARLY OVERVIEW FOR YEAR RECEPTION (LTP) 2021-22

	<u>Area of Learning</u>	<u>TERM 1</u> <u>Me and my world</u>	<u>TERM 2</u> <u>Twinkle twinkle</u>	<u>TERM 3</u> <u>Brr- It's cold!</u>	<u>TERM 4</u> <u>On the Farm</u>	<u>TERM 5</u> <u>How does your garden grow?</u>	<u>TERM 6</u> <u>When I grow up</u>
Reception	<p><i>Communication and language:</i></p> <p><i>Listening Attention and Understanding</i></p> <p>Children at the expected level of development will: -</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;</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Introduce and reinforce listening behaviours.</p> <p>Model listening in different situations. MTYT/TTYP (ongoing)</p> <p>Share stories and poems with repeated refrains for ch to join in.</p> <p>Saying children's names before an instruction.</p> <p>Use pictorial representations and visual timetable to secure understanding of new routines and expectations.(ongoing)</p> <p>Maintain concentration and sitting still while playing listening circle games.</p>	<p>Continue to model listening behaviours and introduce group games. (PE)</p> <p>Share books and stories from different cultures and times (Divali)</p> <p>Use pictures and representations and introduce them to reinforce sequences (stories) and actions. (ongoing)</p> <p>Maintain attention and sit quietly during activities.</p> <p>Talk, ask and answer questions in response to stories and events. Full sentences modelled if approp. (ongoing)</p> <p>Follow instructions involving several</p>	<p>Responding to stories by suggesting an outcome, predicting action/character feelings.</p> <p>Listening for sounds that are the same/key words/red words link to phonic te1994aching</p> <p>Responding to instructions and demonstrate their understanding through their actions (How to make a stir fry/use chopsticks)</p> <p>Asking questions in response to listening to information and stories.</p> <p>Answer 'how' and 'why' questions about their experiences- how do we make stir fry?</p>	<p>Listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.</p> <p>Using a soundcard/button for ch to access resources/displays</p> <p>Identifying noises and sounds from different animals/environments. (Farm)</p> <p>Talking about patterns in stories e.g. what generally happens to 'good' and 'wicked' characters at the end of stories.</p> <p>Predict endings and action. (Little Red Hen)</p> <p>Model -I think that because....</p> <p>To listen attentively in new situations (farm trip)</p>	<p>Listening and responding to well-known stories and traditional tales to sequence, re- tell and act out in role- play.</p> <p>Explain, predict and speculate about stories and characters' actions</p> <p>Model "thinking out loud" about a character or predicament</p> <p>I think the troll is going to eat the goat because that's what he did before...</p> <p>Ask and answer 'how' and 'why' questions about mini-beasts.</p> <p>Maintain concentration while listening to songs and stories at the listening station.</p>	<p>Opportunities to listen to others and respond appropriately in a range of situations.</p> <p>Explain, predict and speculate about stories and characters' actions using traditional tales.</p> <p>Talk about patterns in stories.</p> <p>Demonstrating understanding by respond appropriately to others during partner and class discussions.</p> <p>'I would like to be a farmer too but instead of having animals on my farm like Jack I would grow crops'....</p> <p>Maintain concentration while listening to songs and stories at the listening station.</p>

		<p>What does a good listener look like? Model and use prompt cards.</p>	<p>actions. Put you coat on your peg and come and sit on the carpet ready to listen...</p> <p>Give attention to predictions and explanations when reading stories. (Answer how and why questions)</p> <p>Maintain concentration while listening to songs and stories at the listening station.</p>	<p>Why do we put oil in the pan first?</p> <p>Maintain concentration while listening to songs and stories at the listening station.</p>	<p>Maintain concentration while listening to songs and stories at the listening station.</p>		
	<p>Speaking</p> <p>Children at the expected level of development will: -</p> <p>-Participate in small group, class and one-to-one discussions, offering their own ideas, using</p>	<p>Encouraging ch. to talk about their experiences-families, friends, likes and dislikes turn taking and recognising differences between themselves and others- with a partner, in small group and class</p>	<p>Continue to turn take and value speaking and listening. <i>Modelling and re setting where appropriate.</i> Show children how to use language for negotiating, by saying “May I...?”, “Would it be all right...?”, “I think that...” and “Will you...?”</p>	<p>Using story language in play to retell a narrative. <i>Adult model and make explicit</i> (First, then, next, After that....) Retelling Chinese New year Zodiac story Frog in Winter (reinforcing Seasons) (Key vocab from topic/texts)</p>	<p>Give opportunities for ch to present ideas and observations (chicks) - talking about changes. <i>Model appropriate ways to speak to different audience.</i> (Key vocab from topic/texts)</p>	<p>Encourage language play, e.g. through stories such as ‘Jack and the beanstalk’ and action songs that require intonation. Beginning, middle, end <i>Adult model in role-play and value interactions in story telling situations</i></p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Use talk to clarify thinking and extend ideas (encouraging use of full sentences)</p>

	<p>recently introduced vocabulary;</p> <p>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -</p> <p>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>	<p>where appropriate. <i>Use full sentences- adult model sentence starter if necessary. (ongoing)</i></p> <p>Extend vocab when talking about family, school and home life</p> <p>Use talk to express ideas about family, school and home life.</p> <p><i>Introduction and modelling of conventions and appropriate expressions eg "Can I" "please" and "thank you" (ongoing)</i></p> <p><i>Experiment with sounds and syllables in circle games, clapping games etc.</i></p> <p><i>Opportunities to use language in small world play and role-play modelled and reframed by adult where appropriate. (ongoing)</i></p>	<p>in your interactions with them.</p> <p>Explore new vocabulary linked to Autumn, Diwali, Bonfire night</p> <p>Begin to use language for negotiating, (Teacher to model during interactions links PSED)</p> <p>Introduction of thinking stems – Teacher to model (links maths)</p>	<p>Extend vocab when talking about seasonal change, the world and polar regions.</p> <p>Use talk effectively when making predictions and to connect and explain ideas during scientific investigations</p> <p>Use story language in play to retell a narrative. <i>Adult model and make explicit</i> (First, then, next, After that....)</p>	<p>Develop explanations about life cycles and changes through discussion,(Give opportunities for chn to share their ideas)</p> <p>Use talk effectively when making predictions and to connect and explain ideas during scientific investigations.</p>	<p>(Key vocab from topic/texts)</p> <p>Extend vocab when talking about growing flowers, vegetables and fruits and staying healthy.</p>	<p>through topic discussions.</p> <p>Use talk to find out information by asking questions of visitors.</p> <p>Use talk to discuss stories and characters, predict endings and retell through play.</p>
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	<p>Personal, Social and Emotional Development:</p> <p>Self-Regulation</p> <p>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</p>	<p>Jigsaw-Being Me in My World</p> <p><i>Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</i></p> <p>-Learning new routines and expectations Being independent and starting the day well -rewarding independence <i>Introducing the Westy Way Characters- behaviour and expectations for class conduct- work on together as a class</i></p>	<p>Jigsaw- Celebrating Difference</p> <p><i>Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</i></p> <p>-Listening to others and being kind- respecting ideas and feelings</p> <p><i>Model and roleplay to set example be specific when demonstrating to ch.</i></p>	<p>Jigsaw- Dreams & Goals</p> <p><i>Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</i></p> <p><i>Model and involve children in finding solutions to problems and conflicts.</i></p>	<p>Jigsaw- Healthy Me</p> <p><i>Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</i></p> <p><i>Include Oral health and hygiene as additional with visit from dentist/ health visitor</i></p> <p><i>Modelling concern and respect for others, living things and the environment- links to KUW learning (ongoing)</i></p>	<p>Jigsaw- Relationships</p> <p><i>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</i></p> <p><i>Model being fair, e.g. when choosing children for special jobs. Be alert to injustices and let children see that they are addressed and resolved. Affirm and praise positive behaviour, explaining that it makes children and adults feel happier</i></p>	<p>Jigsaw- Changing Me</p> <p><i>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</i></p> <p><i>Affirm and praise positive behaviour, explaining that it makes children and adults feel happier. Be specific linking behaviour to outcome.</i></p>
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	instructions involving several ideas or actions.						
	<p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>-Explain the reasons for rules, know right from wrong and try to behave accordingly; -</p> <p>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Feeling confident coming to school and looking after my belongings- <i>model and set expectation</i></p> <p>Coat peg, book box, self reg</p> <p>Hand washing and independent toileting.</p> <p>Be confident to meet new adults and children and try new activities.</p> <p>Feel confident enough to communicate freely about own home and community</p> <p>Encourage confidence in expressing needs and asking for help (eg going to toilet)</p> <p>Introduction to resources- model and set expectations</p>	<p>Looking after resources- <i>model and set expectation</i> (ongoing)</p> <p>Promoting success in own achievements- <i>give specific rewards for behaviour and conduct</i> (ongoing)</p> <p>Westy Way- learning about the animals in our Westy Way and how they help us to behave in school.</p>	<p>Making a choice and sticking with it- building resilience, <i>adults promoting daily challenges in provision and rewarding effort and achievement</i> (ongoing)</p>	<p><i>Modelling how to manage difficult situations</i>, e.g. is experiencing prejudice or unkindness.</p>	<p><i>Encourage children to explore and talk about what they are learning</i>, valuing their ideas and ways of doing things</p>	<p><i>Recognising and enjoying children's success with them</i> building confidence to tackle new challenges (transitions encouraging asking questions about new people and situations)</p>

	<p>Building relationships</p> <p>Work and play cooperatively and take turns with others; -</p> <p>Form positive attachments to adults and friendships with peers; -</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Learning new names Working in special groups (PE teams) Turn taking with new friend-s <i>adults model</i> Form positive attachments to adults and friendships with peers – learning names of adults and peers</p> <p><i>Work and play cooperatively and take turns with others – working in special groups (PE teams, partners) (ongoing)</i></p> <p>Modelling how to share in play</p> <p>Labelling feelings- <i>giving children the vocab to express feelings</i></p>	<p><i>Supporting friendship building- using ch names and model asking a friend to play/work together</i> <i>Modelling partner interactions MTYT (ongoing)</i></p> <p><i>Westy Way (ongoing)</i></p>	<p>Promoting partner work- <i>continue to model</i> Labelling feelings- <i>giving children the vocab to express feelings</i></p>	<p>Challenging negative comments and actions towards either peers or adults <i>through role-play and adult modelling</i></p>	<p>Being a considerate and responsive partner in interactions <i>Modelling partner interactions MTYT</i></p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others <i>Modelling partner interactions MTYT</i></p>

<p>Physical Development:</p> <p>Gross motor skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>PE – Gymnastics Unit A - Travelling</p> <p>Safely moving around school.</p> <p>Hall safety – how to safely use equipment- space finding and responding to stop start signals, run,hop,skip,jump with control and accuracy.</p> <p>Introducing safe play outdoor area- large construction, climbing frame, digging and sweeping, small equipment:- balls, hoops, bean-bags, cones, ropes.. Large scale mark making, streamers and dance moves</p>	<p>PE – Gymnastics Unit B – Stretching and curling</p> <p>Hall- teach use of mats and develop short sequence of moves- rolls, stretches, starting and finishing a sequence.</p> <p>Outdoor-</p> <p>Pick up Baseline observations and focus on areas for development.</p> <p>Shoulder pivots and gross motor mark making and balance and co-ordination, crossing the mid- section to form connections.</p>	<p>PE – Gymnastics Unit C Travelling (transferring weight) Large equipment- mats,boxes,ladders.</p> <p>PE – Dance (Taken from the scheme to fit themes)</p> <p>Chinese dragon dance.</p> <p>Discussing effects of exercise on our bodies and why we exercise. Outdoor:</p> <p>Focus on large construction- bridge building crossing the river (Chinese New Year), den making/shelters (Polar explorers)</p>	<p>PE – Gymnastics Unit C Travelling (transferring weight) Large equipment- mats,boxes,ladders.</p> <p>PE – Dance (Taken from the scheme to fit themes)</p>	<p>PE – Games -small equipment Reception (using beanbags and balls)</p>	<p>PE – Athletics</p> <p>How to use the running track.</p> <p>Effective running (arm and feet placement) Sports Day practice.</p>
	<p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent</p>	<p>Daily finger exercises.</p> <p>Name writing/mark making</p> <p>Hand washing and independent toileting.</p>	<p>Daily finger exercises.</p> <p>Handwriting and letter formation.</p> <p>Name writing- becoming accurate</p> <p>Encouraging tripod pencil grip (ongoing)</p>		<p>Handwriting and letter formation (RWI).</p> <p>Scissor skill activities.</p> <p>Encouraging tripod pencil grip.</p>	

	<p>writing – using the tripod grip in almost all cases; -</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery; -</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Changing for PE. Zipping up coats. Scissor skill activities- snipping herbs/ paper/playdough Knife and fork – practice for lunch Large brush strokes outdoors and upright</p>	<p>Scissor skill activities- cutting a simple outline- straight lines/curved lines Knife/fork spoon activities with soft fruit/veg Large brush strokes/chalk on ground</p>				
<p>Literacy:</p> <p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -</p> <p>Anticipate – where appropriate – key events in stories; -</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Joining in with and enjoying familiar stories.</p> <p>Learning rhymes/poems</p> <p>Stopping the story for children to complete a refrain, predict action, say character name..</p> <p>Children take sharing books home and can talk about the stories they have listened to.</p>	<p>Oral story telling and sequencing of a story- Owl Babies, Pumpkin soup, Percy Park keeper</p> <p><i>Model the language of print; letter, word, page, beginning, middle, end, first, last</i> (Owl babies, Pumpkin soup, end of day story)</p> <p>Sequencing words to build a sentence from a familiar story.</p> <p>Non- fiction texts- Owls, Divali</p> <p>Linking Diwali to family experiences and celebrations from T1</p> <p>Learning rhymes/poems</p>	<p>Using texts for finding out... Cold places- Arctic and China.</p> <p>Answering questions; Where does a penguin live? Who lives in a den? What can you see/find/hear? Learning rhymes/poems Learning new words and using them in role-play activities to explore ‘new worlds’.</p> <p>Sequencing the Chinese zodiac story and roleplaying the events.</p>	<p>Rhyming stories/texts...for prediction how will it end? Which word fits here? Why has the author picked this word?</p> <p>Learning rhymes/poems Stories about farms/farm animals- links to other cultures and countries... What do farmers in China grow? Why do we grow lots of crops in lincolnshire? Questions that promote curiosity and critical thinking...</p>	<p>Jack and the Beanstalk Oliver’s Vegetables Oliver’s Fruit Salad The Hungry Caterpillar Yucky Worms Superworm Non-fiction mini beast books New vocab learnt and used in play. Prediction, sequencing, retelling Following instructions- growing things, making fruit salad/vegetable salad Learning rhymes/poems about growing</p>	<p>Traditional tales in story time to re tell and share orally. Aspirational themes – What I want to be.. When I grow up..</p> <p>Children able to talk confidently about what they have read and why they like a book/story... ‘I liked it when ...’</p> <p>Demonstrating understanding of what they have read through the re telling of familiar stories.</p> <p>Learning rhymes/poems</p>	

	<p>Parental expectation for reading at home is shared.</p> <p>Diverse family stories- family names, familiar names for reading and remembering.</p> <p>Books without text shared to develop early comprehension- lilac ORT books introducing the characters.</p>	<p>Remember remember the 5th November...</p>				
<p>Literacy:</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>Read words consistent with their phonic knowledge by sound-blending; -</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Names on behaviour chart (come into the class and put your name on the green smiley face), name cards in their carpet spaces, spot your name on the table. <i>Focus on meaningful print such as recognising their own name.</i></p> <p>Read starting school books to the children. <i>Point out words in environment and books.</i></p>	<p><i>Discuss characters in books (Owl Babies) Carry our activities using recipes for them to read (Pumpkin soup making)</i></p> <p>Enact stories (owl babies story sack)</p> <p>RWI</p> <p><i>Introduce 4 phonic sounds a week.</i></p> <p><i>Can you hear the initial sounds phonic activities?</i></p> <p><i>Word building and Fred talk, Fred fingers for spelling CVC words independently.</i></p>	<p><i>Discuss characters in books (Elmer in the snow, Fred Frog in Winter Little Penguin The Emperors Egg Bedtime for little bears The Polar Bear and the Snow cloud)</i></p> <p><i>Discuss and model ways of finding out information from non-fiction texts (Who are you in the polar lands? Snowy animals. Arctic animals. China)</i></p>	<p>Non-fiction books</p> <p><i>Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication Technology (ICT).</i></p> <p>The little Red Hen. (linked to farm trip)</p> <p><i>Help children to identify the main events in a story and to enact stories, as the basis for</i></p>	<p>Story books (Jack and the beanstalk, Oliver's Vegetables, Oliver's fruit salad, The hungry caterpillar, Yucky worms, Super worm)</p> <p><i>Help children to identify the main events in a story and to enact stories, as the basis for further imaginative play. Provide story boards and props which support children to talk about a story's characters and sequence of events.</i></p>	<p>Making choices about what they read- independent reading and reading for enjoyment- what can we learn from words? Can you read to or tell a story to a friend/sibling?</p> <p>What kind of stories do you like to read? Listen to?</p> <p>Reading captions/labels/questions /instructions in the classroom.</p>

	<p><i>Discuss characters in books. What is going to happen next? How are they feeling? Compare to how they are feeling starting school.</i></p> <p>RWI</p> <p><i>Introduce 4 phonic sounds a week.</i></p> <p><i>Can you hear the initial sounds?</i></p> <p><i>phonic activities from phase 1.</i></p> <p><i>Introduce Fred sheets for blending green words starting with 1.1</i></p> <p>Lilac band</p>	<p><i>Red word passports introducing high frequency word practise for homework.</i></p> <p>Lilac/Pink band</p>	<p><i>Provide these in other areas rather than just the reading area (construction area).</i></p> <p>Where do you live fox?</p> <p>What do you eat?</p> <p>RWI</p> <p>SS1 all introduced and children split off into groups trying to keep children together as much as possible.</p> <p><i>Reading CCVC words</i></p> <p><i>Red word passports, book bag books, Fred sheets continue to send home to support phonics.</i></p> <p>Pink/Red band</p>	<p><i>further imaginative play.</i></p> <p>Use of rhymes and rhythms of language to predict endings and word choices.</p> <p>Captions and signs in the classroom to answer questions in texts...</p> <p>RWI</p> <p>SS1</p> <p>SS2 introduce</p> <p>Send reading books home.</p> <p>Book bag books (RWI level).</p> <p>Books to share with a grown up.</p> <p>Pink/red band</p>	<p>Minibeast non-fiction books.</p> <p><i>Encourage children to add to their first-hand experience of the world through the use of books, other texts and information, and information and communication technology (ICT).</i></p> <p>RWI</p> <p><i>learning set 2 sounds and consolidating diagraphs, blending sounds to read simple sentences, reading irregular words and nonsense words. Answer questions about what they have read.</i></p> <p>Red/yellow band</p>	<p><i>RWI</i></p> <p><i>learning set 2 sounds and consolidating diagraphs, blending sounds to read simple sentences, reading irregular words and nonsense words. Answer questions about what they have read.</i></p> <p>Red/yellow band</p>
<p>Writing</p> <p>Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or</p>	<p>Writing their own name.</p> <p><i>Name cards with first name, and then move onto whole name.</i></p> <p><i>Name support sheets, dotted lines</i></p>	<p><i>Write down things children say to support their developing understanding that what they say can</i></p>	<p>Winter walk writing</p> <p><i>Continue to write down things children say to support their developing understanding...</i></p> <p><i>Provide picture for the children to describe.</i></p>	<p>Model writing – farm trip letter, chick writing.</p> <p><i>Demonstrate writing so that children can see spelling in action.</i></p> <p><i>Continue to pair/shared write for those who need supporting</i></p>	<p>Jack and the beanstalk retelling with small world props.</p> <p><i>Provide a range of opportunities to write for different purposes about things that interest children.</i></p>	<p>Children writing for a variety of purposes to communicate their ideas and thoughts. They are able to read back what</p>

	<p>letters; - Write simple phrases and sentences that can be read by others.</p>	<p><i>etc for them to follow.</i> <i>Playdough – finger gym activities to strengthen hand for writing.</i> <i>Value story telling in play by writing their stories as you play alongside</i></p> <p><i>Reasons for writing...</i></p> <p><i>Name writing on pictures to take home</i></p> <p><i>Labels for models</i> <i>Writing stories in their play- adults model alongside</i> <i>Large scale on the floor writing regular opportunities.</i> <i>Adults value and share children's mark making and add meaning with the children narrating their intentions.</i> <i>Register</i> <i>monitors/milk</i> <i>monitors etc ch to mark numbers, names etc</i></p>	<p><i>be written down and then read and understood by someone else.</i> <i>Include opportunities for writing during role-play</i> <i>word banks</i> <i>Autumn walk writing</i> <i>Provide vocab for tables, working walls and outside provision for exposure.</i> <i>Write the words with the children in the lesson to show that you are writing for a purpose.</i> <i>Firework writing</i> <i>Provide picture for the children to describe.</i> <i>Model the writing, write for the children who cannot write yet-paired/shared writing</i> <i>Orally holding a sentence and Fred fingers for spelling</i></p> <p><i>Writing a Christmas list</i> <i>Thank-you letters</i> <i>.</i></p> <p><i>Reasons for writing....</i> <i>Responding to text,</i></p>	<p><i>Model the writing, write for the children who cannot write yet.</i> <i>Fred Frog floor book for science</i> <i>Sentence building- a fox lives in a den..</i> <i>Orally holding a sentence and Fred fingers for spelling</i></p> <p><i>Den building writing..</i> <i>secret messages.</i> <i>Reasons for writing....</i> <i>Animal facts for class book</i> <i>Secret messages... 'come and see our den'..</i> <i>Chinese writing- talk about writing communicating a meaning and a message.</i></p>	<p><i>gradually giving them more ownership</i> <i>Still showing the purpose for children and showing what they say can be written down.</i> <i>Support and scaffold individual children's writing as opportunities arise.</i> <i>Orally holding a sentence and Fred fingers for spelling</i> <i>Reasons for writing...</i></p> <p><i>Thank you letter to the farmer, questions for the farmer, chick observations, labelling chicks, farms/tractors.</i></p>	<p><i>Resource role-play areas with listening and writing equipment</i> <i>Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</i></p> <p><i>Orally holding a sentence and Fred fingers for spelling</i> <i>Sentence building becoming more confident and independent- word choices more adventurous.</i> <i>Reasons for writing....</i></p> <p><i>Instructions..</i> <i>Labels for models...</i> <i>Minibeast facts for a book/poster</i> <i>What happens next...</i> <i>Letter for Jack/giant</i></p>	<p>they have written and share it with others.</p> <p>Writing signs, labels, lists, captions, facts, short narratives and recounts</p> <p><i>Orally holding a sentence and Fred fingers for spelling</i></p>
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		Birthday cards, lists, Thank- you letters				
Mathematics: Number 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.	Counting out loud in order to 10 then 20 Number blocks used to stimulate interest and as visual representation. Introducing 1-4 recognising, counting objects, cardinality Introducing subitising numbers up to 4, Introduce part, part whole numbers to 4, Introduce money and shape linked to number, Language of more/less doubling	1-5 counting, subitising, part, part, whole Before after...sequencing and finding missing numbers Introducing addition and subtraction	Counting out loud in order to 10 then 20 Counting forwards and backwards Numbers 5-10 introduced the 'fiveness of 5' etc Subitising 7 1 more /less Addition and subtraction with single digits	Counting out loud in order to 20 forwards and backwards from different starting points. Numbers 11-15 What is 14? 10 and 4 more.. Number lines Tens frame Clock face- counting and identifying the numbers.	Counting out loud in order to 20 forwards and backwards from different starting points. Numbers 11-20 What is 20? Number lines Number bonds to 10 Estimating addition and subtraction- 10 Subtracting 2 from numbers to 10. Length comparing and measuring	Counting out loud in order to 20 forwards and backwards from different starting points. Numbers 1-20 Forwards and back Addition and subtraction problems Counting forwards and back to solve addition and subtraction
Numerical patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to	Counting out loud to 10 then 20. Comparing more/less groups up to 5	Counting out loud to 10 then 20. Comparing more/less groups up to 5	Patterns in the environment Hexagons and the number six	Equal groups Halving/doubling Partitioning	Counting in 2,10 More/less 3D shapes	Counting in 2,5,10 Doubling on fingers Weight Time

	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.	Missing numbers in a sequence...before and after How can we make 4? What if we double 2?	Missing numbers in a sequence....before and after Weighing and measuring within numbers/objects to 5- greater than/less than	Square numbers- 4,9 What is the same? What is different?	Same/different Odds/evens Counting in 2's Halving shapes Clock face- o'clock		Money Length
<p>Understanding the World:</p> <p>Past and Present</p> <p>- Talk about the lives of the people around them and their roles in society;</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling;</p>	<p>All about Me</p> <p>Time line- 'Our Year in Reception' to include months of the year and children's birthdays and then build on events as the year progresses.</p> <p>Talking about themselves, their families and recognising similarities and differences. today, tomorrow, yesterday, next, now days of the week</p> <p><i>Encourage children to talk about their</i></p>	<p>Twinkle twinkle</p> <p>Days of the week, Months of the year Seasons- Autumn/Winter</p> <p>Add Autumn and bonfire night/ Diwali/Christmas onto the time line..</p> <p>Talk about bonfire night now.. discover the story of Guy Fawkes and why we remember the 5th of November- Introduce long ago...the past, now present,</p> <p>Remembering the past- Remembrance day...</p>	<p>Brr..It's cold!</p> <p>Days of the week, Months of the year Seasons- Winter</p> <p>Add Winter/New Year/Chinese New Year</p> <p>Can the children refer back to their experiences of Christmas and New Year?</p> <p>Stories from long ago- Chinese culture, Chinese zodiac story</p> <p>Update Book of Me</p>	<p>On the Farm</p> <p>Days of the week, Months of the year Seasons- Winter/Spring</p> <p><i>Looking at old photos to find out what it was like to live on a farm in the past- look at vehicles/buildings/ Clothes- What has changed?</i></p> <p>Seasons on the farm... talk to Face time a farmer- What happens when?</p>	<p>How does your garden grow?</p> <p>Days of the week, Months of the year Seasons- Spring/Summer</p> <p>Build on farming knowledge... Find out what will grow in the different seasons..</p> <p>Did we plant anything in the Autumn that should be ready to eat/pick/harvest yet?</p> <p>When we plant something now when will it be ready to eat/pick?</p>	<p>When I grow up...</p> <p>Days of the week, Months of the year Seasons- Summer</p> <p>Refer to the time line built up over the course of the year. Talk about the things the ch have experienced since starting school. Talk about PAST, PRESENT ,FUTURE</p> <p>How have we changed since starting school? Since we were a baby? Refer to the Book of Me in term 1. Compare their height, hand-print</p>	

		<p><i>own home and community life, and to find out about other children's experiences.</i></p> <p>Start Book of Me (add baby photos and starting school pic) to look at in Term 6. Children from Little Westys will continue their Book of Me started last year.</p> <p><i>Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing.</i></p> <p>Children to bring in pictures of themselves and family members.</p> <p><i>Invite children and families with experiences of living in other countries to bring in photographs and objects</i></p>	<p><i>Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</i></p> <p>Christmas now and the first Christmas</p>			<p>Jack and the Beanstalk is a traditional tale...how do we know this is a story from the past?</p>	<p>photo, likes and dislikes...</p> <p>How have we changed since we were babies? Look at Book of Me</p> <p>How will we change as we get older? Who will we look like? What will we do?</p>
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		<p><i>from their home cultures including those from family members living in different areas of the UK and abroad.</i></p> <p>Starting school (worried, scared, nervous, happy, excited) <i>Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</i></p> <p>Start Book About Me</p>				
<p><i>People, Culture and Communities</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p>	<p>Walk around the school. <i>Provide play maps and small world equipment for children to create their own environments. Look at how 2d shapes on a simple map represent areas</i></p>	<p>Diwali- Where in the world is India? <i>Provide stories that help children to make sense of different environments. Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and</i></p>	<p>Fiction and non-fiction books. <i>Provide stories that help children to make sense of different environments. Where in the world is..China? - Chinese New Year link to own experiences of celebrating New Year.</i></p>	<p>Farm trip-link to Little Red Hen, making bread Sheep life cycle What does a farmer do?</p> <p><i>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and</i></p>	<p>Who looks after the environment in our town? How can we help? Park areas/main street/woods- can we litter pick, make signs to encourage a care for the environment...</p>	<p>Invite people from local community to talk about aspects of their lives or the things they do in their work...aspiration for the future..Talk about things they might want to do- what are they good at, what excites them, what</p>

	<p>- 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;</p> <p>- 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.</p>	<p><i>and objects in the environment.</i></p> <p>Begin to talk about Seasons</p>	<p><i>discussing practices,- link celebrations drawing common customs- fireworks, food, special clothes</i></p> <p>Walk to the woods – stickman? <i>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</i></p>	<p><i>What are their customs and traditions?</i> <i>Making stir fry... using chop sticks... Build on previous knowledge..</i></p> <p>Where in the world is the Arctic? Arctic – Inuit's. <i>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</i></p> <p>Exploring ice: Where will ice melt the fastest? (use timers, ice cubes) Hot and cold food (make hot chocolate/ ice lollies)</p> <p><i>Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”</i></p>	<p><i>models of observations of known and imaginary landscapes.</i> <i>Build own farm/farmyard from construction...make labels and signs</i></p> <p><i>Look at maps of the area- why is Lincolnshire a good plan for farming/growing crops?</i></p> <p><i>Look back at China/Arctic what kinds of farming in these countries and why is it different?</i></p> <p><i>Visit the market and buy fruit/veg grown in Lincolnshire...</i></p>	<p>do they want to find out more about?</p> <p>Ch think of questions to ask people about their jobs.. find out about where different people work and what it is like- is it outside, is it in an office...</p>
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	<p><i>The Natural World</i></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>- 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;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Outside for bark rubbings, autumn walk, collecting artefacts, photographs, observational drawing, seasonal art</p> <p>Getting to know the school environment</p> <p>What is it like outside right now? What is the season/month</p>	<p>Walk to the woods – stickman? <i>Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park.</i></p> <p>Pumpkin soup- read the story and find out about pumpkins and where they come from. Make and taste the soup tally likes and dislikes...</p> <p><i>Support and extend the skills children develop as they become familiar with simple equipment.</i></p>	<p>Comparing Arctic conditions to where we live and look at same/ different</p> <p>What happens to ice in different situations? Why don't we have icebergs in this country? Why are our houses made from different materials to the Inuits?</p> <p>Observe water changing to ice and then back to water again.</p> <p>Where do we see frozen water? What impact does it have on our lives? Frozen water on a car windscreen on ponds /pipes/locks...</p>	<p>Life cycle of the chick/sheep- children <i>make observations of animals plot time line/life cycle notice differences in parent/young</i></p> <p>Egg drop: What can we use to protect the egg from cracking when dropped? (floor book) <i>Provide a range of materials and objects to play with that work in different ways.</i></p>	<p>Growing: What does a plant need to grow? Series of investigations testing if a plant needs water/ sunshine (floor book) (link to Jack and the bean stalk)</p> <p>Draw, name and label different plants/fruits and veg-name common fruits and veg, look at things grown from different places</p> <p>Name and identify snail, ladybird, beetle, worm, butterfly, caterpillar, fly, wasp,,bee...</p> <p>What is happening in the garden right now?</p> <p>Look for minibeasts, signs of summer... what has changed since spring? What happens next?</p> <p>Visit to an allotment or invite keen gardeners in to talk about what is</p>	<p>Feeling hot in the Summer...how do we keep cool? Where in the world is it hot all the time? Refer back to the Arctic and how different it must be to live somewhere where it is always cold, what about if you lived somewhere where it was always hot?</p> <p>What changes would you have to make to your lifestyle? Clothes/food/school?</p>
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						<p>happening in their garden right now.</p> <p>Children take pictures of their own gardens and compare same difference</p>	
	<p>Historical Concepts</p>		<p><u>Understand Chronology-</u> Significant people and events -</p> <p>Guy Fawkes – who is he, what did do, how do we remember him?</p>		<p><u>Communicate historically-Vocabulary</u> – using the language of time</p>	<p><u>Communicate historically-Vocabulary</u> – using the language of time</p> <p><u>Investigate and interpret the past</u> Artefacts and evidence - photos/time capsule items – eg height string, photo)</p> <p><u>Communicate historically-Vocabulary</u></p> <p><u>Understanding world history</u> – culture and past times</p> <p><u>Understand Chronology</u> -Significant people and events</p>	

						Exploring how we have changed since we started school and since a baby.
<p>Expressive Arts and Design:</p> <p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories</p>	<p>Sensory/messy play. Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.</p> <p>Painting – self-portraits for display. Talk about children's growing interest in and use of colour as they begin to find differences between colours. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping</p>	<p>Colouring mixing (firework pictures, pumpkin pictures) Provide resources for mixing colours -how do you make orange?</p> <p>Exploring the texture of a pumpkin. Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.</p> <p>Owl collage. Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.</p> <p>Making jam sandwiches and pumpkin soup</p>	<p>Seasonal changes, winter tree pictures. <i>Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</i></p> <p>Colour mixing; mixing colours for seasons. Talk about children's growing interest in and use of colour as they begin to find differences between colours. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping</p> <p>Junk modelling – den building</p> <p>China/Chinese New Year decorations and artefacts to inspire art</p>	<p>Making animals for the farm display</p> <p>Collage materials- paper, wool, fabric, beans, pasta, straw, soil, sticks, small stones....</p> <p>Using farm vehicles/artefacts for printing- tractor wheels/ trucks/tools etc</p> <p>Noticing farm animal features- legs -how many? body shape, ears colour- fur/hair/skin/feathers size etc</p> <p>Observing the chicks- drawing and noticing the features as they change- which tool can be used to create a feather effect?</p>	<p>Observational drawing of flowers- looking at shape/colour/ texture/size..</p> <p>Continue to investigate different lines- thick, thin, wavy, straight</p>	<p>Sensory/messy play. <i>Support children's responses to different textures, e.g. touching sections of a texture display with their fingers, or feeling it with their cheeks to get a sense of different properties.</i></p> <p>Painting – self-portraits for display. <i>Talk about children's growing interest in and use of colour as they begin to find differences between colours. Demonstrate and teach skills and techniques associated with the things children are doing, for example, show them how to stop the paint from dripping</i></p> <p>Give children pictures and mirrors for support with their self-portraits.-</p>

		<p>Give children pictures and mirrors for support with their self-portraits. Naming features on a face and noticing shape and colour.. Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.</p> <p>Teach- glue stick/paper hole punch/tape/scissor skills and identify where ch need support.</p> <p>Music lessons with BB</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p>	<p>Making their own Diwali plates.</p> <p>Rangoli patterns – chalk rice and paint...</p> <p>Demonstrate and teach skills and techniques associated with the things children are doing.</p> <p>Collecting Autumn artefacts for printing.</p> <p>Christmas decorations, cards, calendars. Provide resources for mixing colours, joining things together and combining materials, demonstrating where appropriate.</p>	<p>and craft. Chinese lanterns, writing symbols and name/number writing in Mandarin</p> <p>How will we keep warm outside in Winter?</p> <p>Den building- what materials might we need to make the den secure and warm?</p>			<p>how have they developed their skills since their first portraits in T1?</p> <p><i>Support children in thinking about what they want to make, the processes that may be involved and the materials and resources they might need, such as a photograph to remind them what the climbing frame is like.</i></p> <p>Music lessons with BB</p> <p><i>Begins to build a repertoire of songs and dances.</i></p> <p><i>Explores the different sounds of instruments.</i></p>
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	<p>Being imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Role play (home corner)</p> <p>Provide a stimulus for imagination by introducing atmospheric features in the role play area- instruments for sound effects- rain on the roof, kettle boiling... Add different equipment and model different aspects of home life.. looking after a baby, making a meal, cleaning, washing clothes etc...</p> <p>Singing well known songs and rhymes.</p> <p>Reciting nursery rhymes off by heart- what do the children know already? Can they learn new/unfamiliar rhymes? Create opportunities to re tell/re-enact the book/story of the week..</p>	<p>Firework dancing- responding to music ad using their bodies to make shapes to represent the fireworks</p> <p>We're going on a bear hunt...autumn hunt...</p> <p>Music lessons with BB- building on own knowledge of familiar songs call and response songs. Listening to Indian music and learning a Divali song.</p> <p>Listening to and acting out the story of Rama and Sita.</p> <p>Nativity- listening to the story of the first Christmas to represent it as a class tableaux</p> <p>Create opportunities to re tell/re-enact the book/story of the week..</p>	<p>Music lessons with BB- traditional Chinese music...is it the same as the Indian music from last term? Which instruments are used?</p> <p>Dragon dancing- can you copy a traditional dance- watch a clip from the celebrations in China...</p> <p>Acting out the Story of the Zodiac- create a river to cross/animal masks. Problem solving in the outdoor area.</p> <p>Create opportunities to re tell/re-enact the book/story of the week..</p>	<p>Music lessons with BB- songs about animals /farms</p> <p>How would an animal move? What features does the animal have that makes it move in that way?</p> <p>Vet role-play. Provide role-play areas with a variety of resources reflecting diversity.</p> <p>Create opportunities to re tell/re-enact the book/story of the week..</p>	<p>Music lessons with BB</p> <p><i>Begins to build a repertoire of songs and dances.</i></p> <p><i>Explores the different sounds of instruments.</i></p> <p>Free choice of creative activity.</p> <p><i>Make materials accessible so that children are able to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.</i></p> <p><i>Help children to gain confidence in their own way of representing ideas.</i></p> <p>Design your own garden</p> <p><i>Provide children with opportunities to use their skills and explore concepts and ideas through their representations.</i></p>	<p>Role play (home corner)</p> <p><i>Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by.</i></p>
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