|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| RECEPTION YEAR  Area of Leaning | | **AUTUMN** | | **SPRING** | | **SUMMER** | |
| **Term 1**  **Me and My World** | **Term 2**  **Dark is...** | **Term 3**  **Frozen Planet** | **Term 4**  **On the Farm** | **Term 5**  **Here, there and everywhere!** | **Term 6**  **Growing Up** |
| Key Texts  Stories and poems that we share throughout the year.  Children will learn some poems and rhymes and perform them to their friends.  They will get to know and be able to recite some familiar stories through repetition and exposure - building a rich vocabulary. | | Harry and the Dinosaurs go to school  My family-your family  Kippers Birthday  At school  House for Sale  Town mouse and country Mouse  Pumpkin Soup  Who’s in my family?  Heather has two mummies’ | Meg and Mog  Owl babies  Stickman  The First Christmas  Non- fiction: Diwali, Bonfire night, Christmas, Night animals | The Snow Lambs  One Snowy Night  Fred Frog  Elmer in the Snow  Emperor’s Egg  The Polar Bear and The Snow Cloud  Snowman and Animals in Winter poetry  Non-fiction: Living in China, Polar Animals, Arctic Life | Handa’s Surprise  Rosie’s Walk  The Little Red Hen  Nursery Rhymes – Humpty Dumpty  Chickens Aren’t the Only Ones  Zed’s Bread  Tractor Poems  Non-fiction: Lifecycles | My Big Book of Transport  I Love my Bike  The 100 Decker Bus  Terrific Trains  Look Inside – Trains  Thomas the Tank Engine  Brilliant Boats  Super Submarines  Amazing Aeroplane  How a Plan Works | Traditional Tales  The Growing Story  Don’t Worry Little Crab  Riley can be Anything  Busy People series  Sharing a Shell  Commotion in the Ocean |
| **Communication and Language** | Listening Attention and Understanding  Speaking | Listening to each other  Talking about our friends and families. | Sharing own experiences and feelings in relation to celebrations. | Find out about living in Bourne  Asking how and why questions. | Extend vocabulary relating to farming and growing. | Speak scientifically to make predictions and evaluations. | Express feelings about growing up. |
| **Personal, Social and Emotional Development:** | Self-Regulation  Managing Self  Building Relationships | **Jigsaw-**  **Being Me in My World** | **Jigsaw- Celebrating Difference** | **Jigsaw-**  **Dreams & Goals** | **Jigsaw-**  **Healthy Me** | **Jigsaw- Relationships** | **Jigsaw-**  **Changing Me** |
| **Physical Development:** | Gross Motor  Fine Motor | Complete PE: Moving | Complete PE: Locomotion | Complete PE: High, Over, Under, Over | Complete PE: Ball skills - hands | Complete PE: Ball Skills - feet | Races: Sports Day |
| Use of large construction, sand pit, hoops, bats & balls, stilts, climbing frame, bikes, scooters, den building, large mark making equipment | | | | | |
| Building skills, confidence and independence in fine motor activities by snipping, fastening and threading using cutlery, pencils, scissors, jigsaws, tools and having access to sand trays, playdough, paint and varied mark making equipment. | | | | | |
| **Literacy:** | Comprehension  Word Reading  Writing | Reading and sharing books about families.  Writing their names.  Writing in play. | Reading and sharing books about celebrations.  Writing CVC words. | Reading and sharing books about different places.  Writing short phrases about cold places and animals with finger spaces. | Reading and sharing books about growing and transport.  Writing full sentences with capital letters and full stops. | Reading and sharing books about transport.  Write a prediction before conducting a science experiment. | Reading and sharing books about growing up and jobs.  Write questions and letters to new teachers. |
| Following Read Write Inc (RWI) phonics scheme. | | | | | |
| ***Mathematics:*** | Number  Numerical Patterns | Develop subitising and counting skills.  Explore composition of numbers within 5.  Begin to compare sets of objects and us the language of comparison. | | Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5.  Begin to identify when two sets are equal or unequal and connect two equal groups to doubles.  Begin to connect quantity to numerals. | | Consolidate counting skills, counting to larger numbers, and developing a wider range of counting strategies.  Secure knowledge of number facts through varied practice. | |
| **Understanding the World:** | Past and Present  People and Communities  The Natural World | **Key events:**  ‘Birthday party’  Introducing Celebrations and sharing  **Discovery RE: Special People** | **Key events:**  Nativity performance  Noticing signs of Autumn  Learning about nocturnal animals  Celebrating Diwali, Bonfire Night, Christmas and comparing to other celebrations.  **Discovery RE: Christmas** | **Key events:**  Walk to Bourne Woods  Noticing signs of Winter  To know about cold places and compare to where we live.  Celebrating Chinese New Year and comparing to other celebrations.  **Discovery RE:**  **Celebrations** | **Key events:**  Visit to farm  Visit to market  Tractor visit  Hatching and caring for chicks  Noticing signs of Spring  Learning about farming in Lincolnshire.  **Discovery RE:**  **Easter** | **Key events:**  Bus ride on a Delaine bus  Exploring different modes of transport including local links.  Conducting experiments related to floating/sinking, speed and flying.  **Discovery RE:**  **Stories** | **Key events:**  Visit new teachers  Sports day  Noticing signs of summer  Reflecting on the Reception journey and looking forward.  **Discovery RE: Special places** |
| **Expressive Arts and Design:** | Creating with Materials  Being Imaginative and Expressive | Learning and singing simple songs and rhymes  Home corner  Dance – Dinosaurs | Learning, singing and performing simple songs and rhymes related to Autumn and Christmas.  Christmas roleplay area  Dance – Nursery Rhymes | Learning and singing simple songs and rhymes related to cold places and cold weather.  Explorer’s den roleplay area | Learning and singing simple songs and rhymes related to farms.  Farm shop roleplay area  Dance – ourselves | Learning and singing simple songs and rhymes related to transport and holidays.  Engineers workshop | Learning and singing simple songs and rhymes related to growing up.  School roleplay area |
| Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.  Opportunities to share creations, explaining the process used. | | | | | |