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| RECEPTION YEARArea 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 TextsStories 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 schoolMy family-your familyKippers BirthdayAt schoolHouse for SaleTown mouse and country MousePumpkin SoupWho’s in my family?Heather has two mummies’ | Meg and MogOwl babiesStickmanThe First ChristmasNon- fiction: Diwali, Bonfire night, Christmas, Night animals  | The Snow LambsOne Snowy NightFred FrogElmer in the SnowEmperor’s EggThe Polar Bear and The Snow CloudSnowman and Animals in Winter poetryNon-fiction: Living in China, Polar Animals, Arctic Life | Handa’s SurpriseRosie’s WalkThe Little Red HenNursery Rhymes – Humpty DumptyChickens Aren’t the Only OnesZed’s BreadTractor PoemsNon-fiction: Lifecycles | My Big Book of TransportI Love my BikeThe 100 Decker BusTerrific TrainsLook Inside – TrainsThomas the Tank EngineBrilliant BoatsSuper SubmarinesAmazing AeroplaneHow a Plan Works | Traditional TalesThe Growing StoryDon’t Worry Little CrabRiley can be AnythingBusy People seriesSharing a ShellCommotion in the Ocean |
| **Communication and Language** | Listening Attention and UnderstandingSpeaking | Listening to each otherTalking 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-RegulationManaging SelfBuilding Relationships | **Jigsaw-****Being Me in My World**   | **Jigsaw- Celebrating Difference** | **Jigsaw-** **Dreams & Goals**   | **Jigsaw-****Healthy Me** | **Jigsaw- Relationships** | **Jigsaw-** **Changing Me** |
| **Physical Development:** | Gross MotorFine 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:** | ComprehensionWord ReadingWriting | 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:*** | NumberNumerical 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 PresentPeople and CommunitiesThe Natural World | **Key events:**‘Birthday party’ Introducing Celebrations and sharing **Discovery RE: Special People** | **Key events:**Nativity performanceNoticing 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 WoodsNoticing signs of WinterTo 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 farmVisit to marketTractor visitHatching and caring for chicksNoticing signs of SpringLearning about farming in Lincolnshire.**Discovery RE:** **Easter** | **Key events:**Bus ride on a Delaine busExploring different modes of transport including local links. Conducting experiments related to floating/sinking, speed and flying.**Discovery RE:** **Stories** | **Key events:**Visit new teachersSports dayNoticing signs of summerReflecting on the Reception journey and looking forward.   **Discovery RE: Special places** |
| **Expressive Arts and Design:** | Creating with MaterialsBeing Imaginative and Expressive | Learning and singing simple songs and rhymesHome corner Dance – Dinosaurs | Learning, singing and performing simple songs and rhymes related to Autumn and Christmas. Christmas roleplay areaDance – 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 areaDance – 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. |