

<u>Year Reception</u> <u>2020-21</u>	Celebrating Our World	Once Upon a Time	Mini-beasts and Mega-beasts
<b>Personal, Social and Emotional</b>	<ul style="list-style-type: none"> <li>- Develop children's self-confidence starting in Reception.</li> <li>-Support children in separating from carer.</li> <li>- Introduce children to class routines.</li> <li>-Hygiene and safety – 'Catch it, bin it, kill it' and washing hands</li> <li>- Create class charter with the children.</li> <li>- Introduce 'team points' and discuss how they are awarded.</li> <li>-Introduce class behaviour system</li> <li>- Bring in family photo and baby photo for discussions</li> <li>-All about me boxes.</li> <li>-Discussing similarities and differences between themselves and their peers.</li> <li>Jigsaw – Being Me in My World               <ul style="list-style-type: none"> <li>- Celebrating Difference</li> <li>- Introduce Jigsaw Jenie and Paws the Cat to support new school start</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Exploring moral issues through fairy stories, e.g. right and wrong, fairness.</li> <li>- Caring for each other and the environment (Linking to animals, visit to Urban Hounslow Farm and ducklings.)</li> <li>- Develop children's self-confidence (it's good to be me)</li> <li>Jigsaw – Dreams and Goals               <ul style="list-style-type: none"> <li>- Healthy Me</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Understanding and caring for each other and the environment.</li> <li>- Caring for animals: butterflies.</li> <li>-Transitioning into Year One.</li> <li>-Talks about things they are good at and sets own targets.</li> <li>- Takes steps to resolve peer conflicts.</li> <li>- Thames Young Mariners (teamwork)</li> <li>Jigsaw – Relationships               <ul style="list-style-type: none"> <li>-Changing Me</li> </ul> </li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>- Forming letters and numbers</li> <li>- Show children where toilets are and encourage independent use.</li> <li>- Independently washing and drying hands.</li> <li>- Telling an adult when they are tired, thirsty etc.</li> <li><b>Hall time/Compound:</b></li> <li>- Getting changed and looking after clothing</li> <li>- Gymnastics sessions.</li> <li>- Exploring how our bodies feel when we exercise.</li> <li>-Moving safely, confidently and imaginatively within the space.</li> <li>-Cosmic Yoga</li> <li>-Outdoor ball skills and games</li> </ul>	<ul style="list-style-type: none"> <li>- Forming letters and numbers</li> <li>- Exploring how our bodies feel when we exercise.</li> <li>- Movement linked to fairy tale characters.</li> <li>- Developing fine motor skills and pencil grip.</li> <li>- Writing books</li> <li>- Keeping healthy (Visit from school nurse)</li> <li>- Exploring a healthy diet.</li> <li><b>Hall time/Compound:</b></li> <li>-Getting changed and looking after their clothing</li> <li>-Moving safely, confidently and imaginatively within the space.</li> <li>- Travelling and balancing on gym apparatus.</li> <li>-Outdoor skills</li> </ul>	<ul style="list-style-type: none"> <li>- Letter formation practice</li> <li>- Exploring how our bodies feel when we exercise.</li> <li>- Keeping healthy</li> <li>- Exploring a healthy diet.</li> <li>-Sports Day</li> <li><b>Hall time/Compound:</b></li> <li>-Getting changed independently and looking after their clothing.</li> <li>-Moving safely, confidently and imaginatively within the space.</li> <li>- Travelling and balancing on gym apparatus.</li> <li>-Outdoor skills</li> </ul>

<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>-Encourage speaking and listening skills through play and group times.</li> <li>- Encourage an interest in learning to read through reading schemes</li> <li>- Create class books related to themes</li> <li>- Book corner to include fiction and nonfiction books.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage speaking and listening skills through play and group times.</li> <li>- Encourage an interest in learning to read through reading schemes</li> <li>- Create class books related to themes</li> <li>- Book corner to include fiction and non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>-Encourage speaking and listening skills through play/carpet times/talking partners.</li> <li>- Encourage an interest in learning to read through reading schemes</li> <li>- Create class books related to themes</li> <li>- Book corner to include fiction and nonfiction books.</li> <li>- Sentence writing.</li> </ul> <p><u>Letters and Sounds link:</u> Introduce tri-graphs Recap all phase 2 and phase 3</p>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>- Introduce phonemes using Letters and Sounds schemes of work linked with Jolly Phonics actions.</li> <li>-Continue to develop fine motor skills in the interest of forming recognisable letters.</li> <li>- Reading and writing tricky words.</li> <li>- Encourage formal and informal approach to writing</li> <li>- Tricky Word list to be sent home.</li> <li>-Self-registration – recognising own photo and name</li> </ul>	<ul style="list-style-type: none"> <li>-Consolidate phonic knowledge and introduce new sounds.</li> <li>-Continue to develop fine motor skills in the interest of forming recognisable letters.</li> <li>- Reading and writing tricky words.</li> <li>- Encourage formal and informal approach to writing</li> <li>- Use Jolly Phonics actions to aid memory of phonetic sounds.</li> <li>-Flash cards to go home.</li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate phonic knowledge and introduce new sounds.</li> <li>- Letter formation practice.</li> <li>- Reading and writing tricky words.</li> <li>- Encourage formal and informal approach to writing</li> <li>- Use Jolly Phonics actions to aid memory of phonetic sounds.</li> <li>-Continue flash cards.</li> <li>-Writing sentences (postcards/captions)</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>- ‘Getting to know you Maths’ – the room, resources and mathematical vocabulary</li> <li>-Number and Place Value: <ul style="list-style-type: none"> <li>*Match and Sort</li> <li>*Compare amounts</li> <li>*Representing numbers to 5</li> <li>*Comparing and Composition – Numbers to 3</li> <li>*One more/one less.</li> </ul> </li> <li>-Measure. Shapes and Spatial Thinking: <ul style="list-style-type: none"> <li>*Compare size, mass and capacity</li> <li>*Exploring pattern</li> <li>*Circles, triangles, shapes with 4 sides</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Number and Place Value: <ul style="list-style-type: none"> <li>*Introducing Zero</li> <li>*Number bonds to 5</li> <li>*Counting to 10</li> <li>*Comparing groups to 10</li> <li>*Addition to 10</li> <li>*Number bonds to 10</li> </ul> </li> <li>- Measure, Shapes and Spatial Thinking <ul style="list-style-type: none"> <li>*Spatial awareness</li> <li>*2D Shapes</li> <li>*3D Shapes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Number and Place Value: <ul style="list-style-type: none"> <li>*Counting to 20</li> <li>*Adding more</li> <li>*Taking away</li> <li>*Doubling</li> <li>*Halving and Sharing</li> <li>*Odds and evens</li> </ul> </li> <li>- Measure, Shapes and Spatial Thinking <ul style="list-style-type: none"> <li>*Making simple patterns</li> <li>*Exploring more complex patterns</li> <li>*Length, height, distance</li> <li>*Weight</li> <li>*Capacity</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>*Positional language</li> <li>*Time</li> </ul>		
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>-Exploring religion and the beliefs of others.</li> <li>-Harvest festival</li> <li>-Mini topic on light and fire (Diwali, Bonfire night)</li> <li>-Christmas Nativity</li> <li>- Showing an interest in the computers to complete simple games and programmes.</li> </ul>	<ul style="list-style-type: none"> <li>-Visiting Father Martin’s Garden</li> <li>-Exploring religion and the beliefs of others.</li> <li>-Planting and growing activities.</li> <li>-Fairy tale settings and environment exploration.</li> <li>- Introduce Beebots (Programmable toy).</li> <li>- Farm visit (spring born animals)</li> <li>- Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring religion and the beliefs of others.</li> <li>-Exploring Careers (invite parents in)</li> <li>-Planting and growing activities.</li> <li>- Caring for animals: butterflies.</li> <li>-Exploring different habitats</li> <li>-Creating a home for a mini-beast</li> <li>-Sorting and classifying beasts.</li> <li>-ICT lifecycles.</li> <li>-Floating and sinking</li> <li>-Exploring water</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>-Butterflies to enhance reading area</li> <li>-Observational drawings (Harvest, self-portraits)</li> <li>- Model area to promote cutting, joining, sticking.</li> <li>- Role play areas to promote imaginative play.</li> <li>- Music sessions with Mrs Lowe.</li> <li>*Special People: Follow instructions, sing various songs and perform actions. Explore pulse and rhythm when playing percussion</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling and designing linked with topic (Castles etc.)</li> <li>- Role play areas to promote imaginative play.</li> <li>- Investigating materials.</li> <li>- Music sessions with Mrs Lowe</li> </ul>	<ul style="list-style-type: none"> <li>- Modelling and designing linked with topic (Homes for beasts.)</li> <li>- Role play areas to promote imaginative play.</li> <li>- Investigating materials to create boats.</li> <li>- Self-portraits</li> <li>-Music sessions with Mrs Lowe</li> </ul>