


Reception



The EYFS topics are outlined below, along with the EYFS/ National Curriculum subject that drives the topic. In addition to these, objectives from each of the other foundation topics will be taught.

Reception						
						
Subject	Units of work					
<b>English – Reading and Writing</b>	Baseline (4 weeks) Assessments based on observations to pinpoint starting points  Introduction to Oxford Reading Tree, basic book skills e.g. holding books correctly, tracking text left to right (1 week)  Gruffalo – Introduction to Shared reading and book/text features e.g. title, front cover, author etc. (2 weeks)  Diwali/Fireworks Poetry (1 week)	Room on the Broom – focus on rhyme (2 weeks)  The Jolly Christmas Postman/Letter Writing to Santa – assessment (2 weeks) (persuasive writing)  The Christmas Story (2 weeks) (Narrative)  Introduction to Guided Reading	Whole School English Project/Talk For Writing (3 weeks) (Narrative)  Going on a Bear Hunt (2 weeks) (descriptive writing)  The Tiger Who Came to Tea (Persuasive letter writing) (2 weeks)  Guided Reading/Reading Challenge (1 session of each)	The Smartest Giant in Town – Narrative, descriptive (2 weeks)  Dear Zoo (Talk For Writing) (2 weeks) (Narrative/descriptive)  Non Fiction based on animals (1 or 2 weeks)  Poetry linked to Mothering Sunday (1 week)  Guided Reading/Reading Challenge (1 session of each)	Traditional Tales – Jack and the Beanstalk (2 weeks) (Narrative)  Hansel and Gretel (2 weeks, narrative)  Bean Diaries (Non fiction/Explanation, 2 weeks)  Guided Reading/Reading Challenge (2 Guided reading sessions and 1 reading challenge session weekly)	The Gingerbread Man (instructional writing, 2 weeks)  The Very Hungry Caterpillar (2 weeks, descriptive writing)  Trip Recount ( 1 week)  The Little Red Hen (Play script, 1 week)  Guided Reading/Reading Challenge (2 Guided reading sessions and 1 reading challenge session weekly)

<p><b>Mathematics – Numbers and SSM</b></p>	<p>Baseline (4 weeks) Assessments based on observations to pinpoint starting points</p> <p>Counting forwards/Backwards to 10/Number 1/Number 2 (1 week)</p> <p>Counting forwards/backwards to 10/Number 3 (1 week)</p> <p>Counting forwards/backwards to 20/Number 4 and 5 – My 4 Groovy Buttons ( 1 week)</p>	<p>Counting forwards/backwards to 20/Numbers upto 4 revisit/2d shapes/ one more – one less upto 20, Counting in 2s and 10s (1 week)</p> <p>Number bonds for 1-5/3d shapes (1 week)</p> <p>Odd and even numbers/Number 6/counting in 10s (1 week)</p> <p>Use of number line/Revisit number 6, counting in 2s, odd and evens, one more and one less, using a ten frame ( 1 week)</p>	<p>Fractions – whole, halves, doubling/halving upto 10 (week 1 – week 3 and 4)</p> <p>Fractions – whole, halves/counting in 2s (1 week)</p> <p>Number 8/intro to counting stick/hoop (1 week)</p> <p>Number 9, counting beyond 20, Doubles (1 week)</p> <p>Assessments linked to EYFS (1 week)</p>	<p>Number 10, odds and evens, ordering beyond 20, number bonds upto 10, commutative law (1 week)</p> <p>Problem Solving linked to Smartest Giant in Town – Shape Space Measures (2 weeks)</p> <p>Numbers 11 - 15, Matching words to numerals (1 week)</p>	<p>Numbers 16-20, working with numbers 0-20, Counting in 5s (1 week)</p> <p>Assessments linked to EYFS - Number (1 week)</p> <p>Assessments linked to EYFS – SSM, work on ordering by length, positional language etc. (1 week)</p> <p>Shape – 2d and 3d, counting in 5s and 10s upto 100 (2 week)</p>	<p>Ordinal numbers, patterns, counting in 1s, 2s, 5s and 10s, Number bonds up to 10 (1 week)</p> <p>Time (2 weeks)</p> <p>Addition and subtraction (2 weeks)</p> <p>Problem Solving (1 weeks)</p>
<p><b>Science (The World)</b></p>	<p>Ourselves – similarities and differences</p> <p>Seasons - Autumn</p>	<p>Sound – creating our own instruments (Vocabulary -</p> <p>Seasons – Autumn/Winter</p>	<p>Toys – Push and Pull/Forces</p> <p>Seasons – Winter/Spring</p>	<p>Materials/Magnets</p> <p>Seasons – Spring/Summer</p>	<p>Growing – Planting seeds and beans</p> <p>Colours</p> <p>Seasons - Summer</p> <p>Floating and sinking</p>	<p>Lifecycles – Butterflies (egg, chrysalis, metamorphosis)</p> <p>Seasons - Summer</p> <p>Floating and sinking</p>
<p><b>History (The World)</b></p>	<p>Ourselves – our families, changes over</p>		<p>Toys – Past and Present, including history of Teddy bears</p>		<p>Holidays – Past and Present – similarities and differences</p>	

	time and simple sequencing		Trip to Toy Museum			
<b>Geography (The World)</b>	Our local environment (Vocabulary for e.g. town, city, village, road, path, house, flat, temple, synagogue, church etc.) Where do I belong? Where do I live? What type of building do I live in? Who do I live with? (The House Where I live – drawing/discussion)	Our local environment – Features of our local environment and how environments might vary from one and another e.g. Town Mouse and Country Mouse	The Playground (vocabulary for e.g. busy, quiet) Explore features of playgrounds we know – e.g. school, Harvestfields. Expressing preferences and giving reasons.	The Playground – Design own playground, why have they chosen specific features?	Barnaby Bear Journeys – transport, weather, appropriate clothing for different climates, Comparison of different holiday types	Barnaby Bear Journeys – Own experiences and writing postcards
<b>Art (EAD)</b>	PPA Drawings/Paintings of ourselves/families	PPA Diwali cards Christmas Cards/Crafts	PPA Toy paintings Charcoal teddies	PPA Mothering Sunday gifts and cards Easter cards and crafts	PPA Mini beasts – modelling, painting and collage Colour mixing – primary/secondary colours, experimenting with mixing colours using a variety of resources Textures	PPA Mini beasts - sewing Under the Sea - Textures
<b>Design (EAD)</b>	Playdough, Junk modelling Cooking Activities	Using construction materials to build for a purpose – Construction area and large scale construction in outside classroom Clay Divas (Link to R.E.)	Cooking Activities Easter crafts and cards Using construction materials to build for a purpose – Construction area and large scale	Cooking Activities Playground design (link to The World) Using construction materials to build for a purpose– Construction area and large scale	Cooking Activities Using construction materials to build for a purpose– Construction area and large scale construction in outside classroom	Cooking Activities Using construction materials to build for a purpose– Construction area and large scale construction in outside classroom

		<p>Cooking Activities</p> <p>Building Sukkot Shelters (Link to R.E.)</p> <p>Making instruments (link to The World)</p>	<p>construction in outside classroom</p>	<p>construction in outside classroom</p> <p>Mothering Sunday gifts and cards</p>		
<p><b>Music (EAD)</b></p>	<p>Me  (Charanga)</p> <p>Listen and Respond</p> <p>Explore and Create</p> <p>Singing</p> <p>Share and Perform</p>	<p>My Stories  (Charanga)</p> <p>Listen and Respond</p> <p>Explore and Create</p> <p>Singing</p> <p>Share and Perform</p>	<p>Everyone  (Charanga)</p> <p>Listen and Respond</p> <p>Explore and Create</p> <p>Singing</p> <p>Share and Perform</p>	<p>Our World  (Charanga)</p> <p>Listen and Respond</p> <p>Explore and Create</p> <p>Singing</p> <p>Share and Perform</p>	<p>Big Bear Funk  (Charanga)</p> <p>Listen and Appraise</p> <p>Musical Activities</p> <p>Perform and Share</p>	<p>Reflect, rewind and Replay  (Charanga)</p> <p>Listen and Appraise</p> <p>Musical Activities</p> <p>Perform and Share</p>
<p><b>R.E (UTW and PSED)</b></p>	<p>Dottie and Buzz – Belonging</p>	<p>Sukkot</p> <p>Diwali</p> <p>Advent/Christmas</p>	<p>Dottie and Buzz – Creation</p> <p>Chinese New Year</p>	<p>Dottie and Buzz – Baptism</p> <p>Mothering Sunday</p>	<p>Dottie and Buzz – wide World</p>	<p>Dottie and Buzz – Forgiving</p>
<p><b>P.E (PD)</b></p>	<p>Dance PPA</p> <p>Physical Development (PD)</p> <p>Parachute Games</p>	<p>Dance PPA</p> <p>PD</p> <p>Parachute Games</p>	<p>Dance PPA</p> <p>PD</p> <p>Gymnastics – warm up, cool down, pike, star, straddle, straight, tuck (basic shapes)</p>	<p>Dance PPA</p> <p>PD</p> <p>Gymnastics - Balances</p>	<p>Games Skills – Sending and receiving (e.g.balls, beanbags)</p> <p>Team Games</p> <p>PD</p>	<p>Athletics</p> <p>Team games – Sports Day preparation</p> <p>PD</p>
<p><b>P.S.H.E (PSED)</b></p>	<p>Discussing and deciding class/school rules/routines</p>	<p>Sensitivity to others’ needs</p>	<p>Learning when to ask for help</p>	<p>Discussing consequences of actions</p>	<p>Taking changes in routine in their stride</p>	<p>Preparation for Transition into Year 1</p>

	Turn taking and sharing	Trying new activities Y4 Buddies	Discussing feelings Y4 Buddies	Y4 Buddies	Y4 Buddies	Y4 Buddies
<b>Technology (The World)</b>	Introduction to classroom technology – class computers, IWB, I pads etc.	Use of age appropriate programs/apps and technology within the classroom	Use of age appropriate programs/apps and technology within the classroom	Use of age appropriate programs/apps and technology within the classroom	Use of age appropriate programs/apps and technology within the classroom  Introduction to Computer Suite – logging on etc.	Use of age appropriate programs/apps and technology within the classroom  Introduction to Computer Suite – logging on etc.