

Reception



Subject	Units of work					
<p>English – Reading and Writing</p>	<p>Baseline Assessments (3 weeks) based on observations to pinpoint starting points</p> <p>Introduction to Author of the Term (Julia Donaldson), basic book skills e.g. holding books correctly, tracking text left to right (1 week)</p> <p>Practising letter formation (linked to phonics teaching), name writing and pencil grip (2 weeks)</p> <p>Introduction to Talk for Writing – Stuck in the Mud (2 weeks)</p> <p>During Term 1a, children will also be introduced to Guided Reading groups and Phonics teaching</p>	<p>Oi Dog / Oi Frog – Rhyming words (2 week)</p> <p>Dear Santa – Letter Writing to Santa – assessment (2 weeks) (persuasive writing)</p> <p>The Christmas Story (2 weeks) (Narrative)</p>	<p>Whole School English Project/Talk For Writing (2/3 weeks) (Narrative)</p> <p>Whatever Next! (Talk for Writing) (2 weeks)</p> <p>The Enormous Turnip Talk for Writing (2 weeks)</p> <p>Guided Reading/Reading Challenge (1 session of each)</p>	<p>We’re Going on a Bear Hunt (Talk for Writing) (2 weeks)</p> <p>Dear Zoo (Talk For Writing) (2 weeks) (Narrative/descriptive)</p> <p>Poetry linked to Mothering Sunday (1 week) (Performance based)</p> <p>Guided Reading/Reading Challenge (1 session of each)</p>	<p>Jasper’s Beanstalk (Talk for Writing) (2 weeks)</p> <p>Mr Gumpy’s Outing (Talk for Writing) (2 weeks)</p> <p>Guided Reading/Reading Challenge (2 Guided reading sessions and 1 reading challenge session weekly)</p>	<p>The Gingerbread Man (instructional writing, 2 weeks)</p> <p>Rosie’s Walk (Talk for Writing) (2 weeks)</p> <p>The Very Hungry Caterpillar (2 weeks, descriptive writing)</p> <p>Guided Reading/Reading Challenge (2 Guided reading sessions and 1 reading challenge session weekly)</p>
<p>Mathematics – Numbers and SSM</p>	<p>Baseline (3 weeks) Assessments based on observations to pinpoint starting points</p>	<p>Counting forwards/backwards to 20/Numbers upto 5 revisit (1 week)</p>	<p>Introduce number 7 (1 week)</p> <p>Fractions – whole, halves,</p>	<p>Number 10, odds and evens, ordering beyond 20, number bonds upto 10, commutative law (2 weeks)</p>	<p>Numbers 16-20, working with numbers 0-20, Counting in 5s (2 weeks)</p>	<p>Ordinal numbers, patterns, counting in 1s, 2s, 5s and 10s, Number bonds up to 10 (2 weeks)</p>

	<p>Counting forwards/Backwards to 10/Number 1/Number 2 (2 weeks)</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 (2 week)</p>	<p>2d shapes/ one more – one less upto 20, counting in 2s and 10s (1 week)</p> <p>Number bonds for 1-5 (1 week)</p> <p>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>doubling/halving upto 10 (week 1)</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>Numbers 11 - 15, Matching words to numerals (4 weeks)</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 weeks)</p>	<p>Time (1 week)</p> <p>Addition and subtraction (2 weeks)</p> <p>Problem Solving (1 week)</p>
<p>Science (The World)</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>History (The World)</p>	<p>Ourselves – our families, changes over time and simple sequencing</p>		<p>Toys – Past and Present, including history of Teddy bears</p>		<p>Holidays – Past and Present – similarities and differences</p>	

			Trip to Toy Museum			
Geography (The World)	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
Art (EAD)	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
Design (EAD)	Playdough, Junk modelling Cooking Activities	Using construction materials to build for a purpose – Construction area and large scale construction in outside classroom	Cooking Activities Easter crafts and cards Using construction materials to build for a purpose – Construction	Cooking Activities Playground design (link to The World) Using construction materials to build for a	Cooking Activities 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

		<p>Clay Divas (Link to R.E.)</p> <p>Cooking Activities</p> <p>Building Sukkot Shelters (Link to R.E.)</p> <p>Making instruments (link to The World)</p>	<p>area and large scale construction in outside classroom</p>	<p>purpose– Construction area and large scale construction in outside classroom</p> <p>Mothering Sunday gifts and cards</p>	<p>construction in outside classroom</p>	<p>construction in outside classroom</p>
<p>Music (EAD)</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>R.E (UTW and PSED)</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>P.E (PD)</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>P.S.H.E (PSED)</p>	<p>Discussing and deciding class/school rules/routines</p> <p>Turn taking and sharing</p>	<p>Sensitivity to others' needs</p> <p>Trying new activities</p> <p>Y4 Buddies</p>	<p>Learning when to ask for help</p> <p>Discussing feelings</p> <p>Y4 Buddies</p>	<p>Discussing consequences of actions</p> <p>Y4 Buddies</p>	<p>Taking changes in routine in their stride</p> <p>Y4 Buddies</p>	<p>Preparation for Transition into Year 1</p> <p>Y4 Buddies</p>
<p>Technology (The World)</p>	<p>Introduction to classroom technology – class computers, IWB, I pads etc.</p>	<p>Use of age appropriate programs/apps and technology within the classroom</p>	<p>Use of age appropriate programs/apps and technology within the classroom</p>	<p>Use of age appropriate programs/apps and technology within the classroom</p>	<p>Use of age appropriate programs/apps and technology within the classroom</p> <p>Introduction to Computer Suite – logging on etc.</p>	<p>Use of age appropriate programs/apps and technology within the classroom</p> <p>Introduction to Computer Suite – logging on etc.</p>