

Reception	 Good to be me!	 Let's celebrate	 People who help Us	 Let's go on a journey	 Growing all the Time	 Dinosaur World
Core Books	 	 	 	 	 	 
English Reading Writing	<p>Reading Government NFER Baseline Assessment Teacher Assessment & Baseline Book talk. Big Up A Book Nursery Rhymes & Songs Name recognition, self-registration, name pegs Reading initial sounds activities Guided reading</p> <p>Writing Fine motor skills activities Dough disco Extend and / or recast spoken language Develop pencil grip & letter formation Ascribe meaning to marks that they make</p>	<p>Reading Home reading books. 1:1 Reading Book talk Big Up A Book Winter texts Celebration texts Independent reading activities Topic words Key vocabulary Guided reading</p> <p>Writing Fine motor skills activities Dough disco Extend and / or recast spoken language Develop pencil grip & letter formation Ascribe meaning to marks that they make Develop letter formation</p>	<p>Reading Home reading books 1:1 reading Independent reading activities Book talk Big Up A Book Books about emergency services Key vocabulary Topic words Guided reading</p> <p>Writing Fine motor skills activities Dough disco Segment & blend consonant, vowel, consonant (CVC) words & captions Continue a rhyming string Manipulates objects with good fine motor skills Use one-handed tools with increased control Develop letter formation Spell some phase 2 tricky words independently</p>	<p>Reading Home reading books 1:1 reading Independent reading activities Book talk Big Up A Book Books about emergency services Key vocabulary Topic words Guided reading</p> <p>Writing Fine motor skills activities Dough disco Segment & blend consonant, consonant, vowel, consonant (CCVC) words & captions Build simple sentences & read them back Continues a rhyming string Writes for different purposes Spell some phase 2 & phase 3 tricky words independently Use tricky words when writing independently</p>	<p>Reading Home reading books 1:1 reading Independent reading activities Book talk Big Up A Book Books about emergency services Key vocabulary Topic words Guided reading</p> <p>Writing Fine motor skills activities Dough disco Begin to write phonetically plausible phrases, captions & sentences which can be read by others Spell some phase 2 & phase 3 tricky words independently Use tricky words when writing independently Spell phonically regular words of more than one syllable Use key features of narrative in their writing</p>	<p>Reading Home reading books 1:1 reading Independent reading activities Book talk Big Up A Book Books about emergency services Key vocabulary Topic words Guided reading</p> <p>Writing Fine motor skills activities Dough disco Begin to write phonetically plausible phrases, captions & sentences which can be read by others Spell phase 2-4 tricky words independently Use tricky words when writing independently Spell phonically regular words of more than one syllable Use High Frequency Words (HFW) phase 2-4 when writing</p>

						Use key features of narrative in their writing
Phonics	Phase 1/2 & Tricky words			Phase 2/3/4 & Tricky words		
Maths Numbers Numerical Patterns	Government NFER Baseline Assessment Teacher Assessment & Baseline The assessment consists of: mathematics tasks, early number, early calculation (early addition/subtraction), mathematical language, early understanding of pattern BASELINE/ROUTINE/NUMBERS ALL AROUND US Counting songs & rhymes Number recognition Sorting numbers Comparing amounts	Counting songs & rhymes Number recognition Comparing size, mass & capacity One more/ one less 2D Shapes- Names/properties & comparison Model writing numbers e.g. birthday cards, banners and badges One digit addition calculations Use of objects & construction materials to make models and patterns	Counting songs & rhymes Number recognition One digit addition calculations, how many altogether? One digit subtraction calculations- using quantities & objects Estimation-More/less Introduction of part, part, whole Partitioning ten in different ways Number lines- counting on & back to find an answer Estimate measure, weigh, order and compare objects Talk about properties of shape, position & time	Counting songs & rhymes Number recognition Estimation of number of objects in a group One -two digit addition and subtraction calculations within 20 initially unless a given aptitude is displayed- using quantities & objects Number lines- counting on & back to find an answer Explore characteristics of 2D & 3D shapes-use mathematical language to describe them Sequence simple events from a daily routine	Counting songs & rhymes Number recognition One -two digit addition and subtraction calculations within 20 initially unless a given aptitude is displayed- using quantities & objects Sharing into equal groups Part, part, whole Number lines Use everyday language to compare quantities & objects to solve problems	Counting songs & rhymes Number recognition Doubling/Halving Independently written addition & subtraction calculations 2s, 5s and 10s times tables. Revision of mathematical skills acquired over the year.
Understanding the World The Natural World Cultures and Communities Past and Present	Autumn Walk-King George V playing fields. Talking about our families, who we live with and where in the world we come from. Different cultural celebrations. Previous nursery experiences.		Spring Walk- King George V playing fields. Roles of different occupations and the differing mode of transport used in other countries. Creating maps of where they would like to go. Exploration of seasonal weather changes in outdoor environment e.g. snow and ice		Summer Walk- King George V playing fields. Observing plants grow. Life cycles of mini-beasts- growing caterpillars into butterflies. Talking about when dinosaurs existed and their similarities to animals in existence today. Sequencing their daily lives in order of events.	
The Early Year Foundation Stage planning is used as a guide and not as a, "tick list." This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures.						
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Drawing pictures of their family using photos. Using creative materials to express themselves. Singing and role play are inherent in daily practice in EYFS.	Making Diva lamps using clay. Firework pictures. Christmas decorations. Hanukkah – Dreidels - design and making. Singing and role play are inherent in daily practice in EYFS.	Models of emergency response vehicles using junk modelling. Role play opportunities covering different careers as a stimulus. Singing and role play are inherent in daily practice in EYFS.	Making musical instruments to emulate the sounds of vehicles. Learning songs all about where we can go on journeys.	Using soil and seeds to plant and create with. Observational drawing so flowers. Painting using different items e.g. seeds and stems.	Cotton bud dinosaur pictures. Salt dough fossils. Papier mache dinosaur eggs. Searching for fossils hidden in outdoor area.
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Personal, Social and Emotional Making Relationships Sense of Self Understanding Emotions	Teacher Assessment & Baseline Transition to school Building relationships with adults and children Learning about the rule of the classroom- RRS/GG/BV		Conflict resolution skills Turn taking Show an understanding of their own feelings		Sensitivity to the needs of others	Preparation for Year 1 – visits to the new classroom/playground
PSED is not specifically planned for across the year, however there is a focus for PSHE lessons and discussions. The Early Years Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and quality interactions are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.						
Communication and Language Listening and Attention Understanding Speaking	Government NFER Baseline Assessment Teacher Assessment & Baseline Collecting items for children to listen to and distinguish between. Tune into children’s preferred method of communication. Give time and space for children to initiate discussions from shared experiences. Talking about their life at home.	Using rhymes talk about the similarities in rhyming words. Make up alternative endings and encourage children to supply last word of second line e.g. Hickory Dickory Bee. Encourage language play through stories, e.g. Goldilocks and use action songs that require intonation. Listening to stories.	Attending to visitors who come in and explain their job and how they can help the community. Formulating questions to ask visitors. Development of key vocabulary used by all in Reception which is linked to the activities and are accessed via activities. songs, games and stories.	Sharing personal experiences of travel. Listening to their friends and asking appropriate questions about where they have been. Talking opportunities for a wide range of purposes, for example, instructions, explanations and to plan shared activities.	Key vocabulary with regard to planting, growing and caring for seeds/flowers. Opportunities for children to participate in meaningful speaking and listening activities, for example, inviting Year One to visit in order to show them what we have been growing.	Provision of opportunities for children to hold conversations with both adults and peers making comments about what they have heard in different environments and to enable them time to formulate questions about it. Support children with expressing their ideas verbally and encourage them to use recently acquired vocabulary.
C&L is not specifically planned for across the year. All aspects of developing communication and language is considered throughout daily classroom practice, continuous provision, sessions such as PSHE, guided reading and show and tell have a weighty focus on communication as well as “talking buddies” and clear classroom rules and routines. Observations and quality interactions support the development of individuals. Intervention programmes such as Nuffield Early Language Intervention and focus groups are designed to support children who are not making the expected progress.						
Physical Development Moving and Handling Health and Self-Care	<p style="text-align: center;">Autumn 1-Teacher Assessment & Baseline</p> <p style="text-align: center;">Autumn 2- Summer 2</p> Gross Motor- links with PE Moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment Climbing Outdoor bikes Drawing using whole body movements. Fine Motor-Use simple tools effectively and safely. Activities to develop muscles in their hands e.g. threading weaving, building, tracing, mark making, drawing, modelling and painting. PE Passport- key physical skills development covering athletics, gymnastics and games. Health & Self-care-Wash hands and learn about why this is important. Use the toilet and wash hands with verbal prompts. Oral Health- why we need to look after our teeth and how to brush properly.					
Kapow! Computing	All About Instructions		Programing Bee-Bots	EYFS Introduction to Data	Using a Computer	
Jigsaw PSHE	Being Me In My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Rights Respecting Schools Article	3:Best interests of the child	28: Access to education	26: Social & economic help	31: Rest, play, culture & arts	24: Health, water, food, environment	17: Access to information
Global Goal	4: Quality of education	4: Quality of education	8: Good jobs & economic growth	11: Sustainable cities & communities	13: Climate action	15: Life on land