




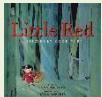




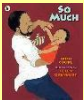






Reception 2022-2023


Themes	Autumn 1 - Outside Inside 7 WEEKS	Autumn 2 - Knowing Yourself 7 WEEKS	Spring 1 – Telling a tale 6 WEEKS	Spring 2 – Sowing a seed 6 WEEKS	Summer 1 – Strength of mind 6 WEEKS	Summer 2 – Family and friends 6 WEEKS
End of term celebrations	Enrichment - Black History Month Dress up Day linked to class text 'Bringing the Rain to Kapiti Plain'	Enrichment - Winter Show (song medley)		Science Week exhibition and parents invited to class		Enrichment - The Great Get Together
Communication and Language	<p>Early Learning Goals (what children are expected to achieve by the end of Reception)</p> <p><u>Listening, Attention and Understanding</u></p> <p>Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Comprehension (Literacy)</u></p> <p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p><u>Self regulation</u></p>					






	<p>Children at the expected level of development will: - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Speaking</u></p> <p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
Writing	<p>Early Learning Goals (what children are expected to achieve by the end of Reception)</p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>					
<p>Reception Texts</p> <p>(+ Nursery Rhymes/poems)</p> <p>Songs)</p> <p>All units from Literacy Tree</p>	<p>Where the Wild Things Are by Maurice Sendak(3 weeks)</p>  <p>Bringing the Rain to Kapiti Plain by Verna Aardema (3 weeks)</p> 	<p>Look Up by Nathan Bryon</p>  <p>Halibut Jackson by David Lucas (3 weeks)</p>  <p>Production focus (1 week)</p>	<p>The Magic Paintbrush by Julia Donaldson and Joel Stewart</p>  <p>Little Red by Lynn Roberts and David Roberts</p> 	<p>The Tiny Seed by Eric Carle</p>  <p>I will not ever never eat a tomato by Lauren Child</p> 	<p>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</p>  <p>The Night Pirates by Pete Harris and Deborah Allwright</p>  <p>(3 weeks)</p>	<p>So Much by Trish Cooke and Helen Oxenbury</p>  <p>Oi frog! By Kes Gray and Jim Field</p>  <p>or</p>  <p>Izzy Gizmo by Pip Jones</p>


Handwriting	Letter-join pre-cursive pattern	Letter-join easy letters and words	Letter-join harder letters and words			
Reading	Early Learning Goals - Statutory ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
Phonics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Wandle Letters and Sounds revised 2021	Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l Tricky words is I the	Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags) Tricky words put* pull* full* as and has his her go no to into she push* he of we me be	Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky words was you they my by all are sure pure	Phase 3 graphemes Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /id/ /ed/, –est Tricky words said so have like some come love do	Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words Tricky words


				<ul style="list-style-type: none"> words with –s /s/ and /z/ at the end Tricky words Review all tricky words taught so far	were here little says there when what one out today	Review all tricky words taught so far
Themes	Autumn 1 - Outside Inside 7 WEEKS	Autumn 2 - Knowing Yourself 7 WEEKS	Spring 1 – Telling a tale 6 WEEKS	Spring 2 – Sowing a seed 6 WEEKS	Summer 1 – Strength of mind 6 WEEKS	Summer 2 – Family and friends 6 WEEKS
Maths	<p>Early Learning Goals -</p> <p>Statutory ELG: Number</p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Statutory ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Statutory Educational Programme: Mathematics In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Getting to Know You Opportunities for settling in, introducing the	It’s Me 1 2 3! Number Representing 1,2, and 3 Comparing 1,2	Alive in 5! Number Introducing zero Comparing numbers to 5	Building 9 & 10 Number Counting to 9 & 10 Comparing numbers to 10	To 20 and Beyond Number Building numbers Beyond 10	Find my Pattern Number Doubling, sharing & Grouping

	<p>areas of provision and getting to know the children Key times of day, class routines, exploring the provision inside and out. Where do things belong? Positional Language</p> <p>Just Like Me! Number Match and Sort Compare Amounts Measure Shape and Spatial thinking Compare Size, Mass and Capacity Exploring Pattern</p>	<p>and 3 Composition of 1,2 and 3</p> <p>Measure Shape and Spatial thinking Circle and Triangles Positional Language</p> <p>Light and Dark Number Representing numbers to 5. One More and Less Measure Shape and Spatial thinking Shapes with 4 Sides. Time</p>	<p>Composition of 4&5</p> <p>Measure Shape and Spatial thinking Compare mass Compare capacity</p> <p>Growing 6,7,8 Number 6,7 & 8 Combining 2 amounts Making pairs Measure Shape and Spatial thinking Length and Height Time</p>	<p>Bonds to 10</p> <p>Measure Shape and Spatial thinking 3D shapes Spatial Awareness Patterns</p>	<p>Counting Patterns Beyond 10</p> <p>Measure Shape and Spatial thinking Match, Rotate, Manipulate</p> <p>First Then Now Number Adding more Taking Away</p> <p>Measure Shape and Spatial thinking Compose and Decompose</p>	<p>Even and Odd</p> <p>Measure Shape and Spatial thinking Spatial reasoning Visualise and Build</p> <p>On the Move Number Deepening Understanding Patterns and Relationships</p> <p>Measure Shape and Spatial thinking Spatial Reasoning Mapping</p>
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Expressive Arts and Design	Early Learning Goals - Statutory ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. Statutory ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					
	Sense of belonging - Self portraits ‘Where the Wild Things Are’ Join in with songs - plan a rumpus, perform using instruments to ‘Wild Thing’; Printing - Using leaves Beginning to mix colours - zip lock bags containing two different ready mix colours -colours to express moods	‘Look Up’ Junk modelling Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating model planets, collage own planets Creating outer space pictures - paint, marbling, collage Spotlight on ‘Starry night’ by Vincent Van Gogh	‘ Little Red’ Collage forest scenes using sliding mechanisms Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Children will be encouraged to select the tools and techniques they need to assemble materials that they	‘The Tiny Seed’ Spotlight on illustrations of Eric Carle  Seasonal colours - warm/cold colours Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by	‘The Night Pirates’ Staining paper to make maps Junk modelling - pirate ships/ telescopes Creating pirate hats Eid ul-Fitr ‘Hairy McLary’ Junk modelling - dogs, houses, kennels Patterns and textures - dog fur Provide children with a range of	‘So Much’ Portraits of family and friends Colour mixing – skin tones Creating a 3D street with families looking out of the windows. Looking at photographs of friends and family - sketching Creating flags Taking photographs of each other - use images to inspire own art creation

	<p>Make props for role play games (crowns for Max, sceptres and monster masks). Join in with role play games i.e. freeze frames and use resources available for props;</p> <p>Build models using construction equipment - Max's boat, bed etc.</p> <p>'Bringing the Rain to Kapiti Plain'</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing (Kenyan music). Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	 <p>Movement to music - Gustav Holt - The Planets</p> <p>'Halibut Jackson'</p> <p>Castle models</p> <p>The use of story maps, props and puppets to encourage children to retell, invent and adapt story of Halibut Jackson.</p> <p>Role Play Parties and Celebrations - Halibut Jackson Garden Party, Fashion Show</p> <p>Children plan and create clothing designs for Halibut Jackson.</p> <p>Diwali</p>	<p>are using e.g creating story character masks.</p> <p>'The Magic Paintbrush'</p> <p>Making lanterns</p> <p>Chinese writing</p> <p>Puppet making</p> <p>Chinese music and composition</p> <p>Dragon mural</p> <p>Spotlight on Chinese ink painting</p> 	<p>designing scarecrows.</p> <p>Paint splatter effect</p> <p>Collage plants and flowers</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>'I will not ever never eat a tomato'</p> <p>Printing vegetables</p> <p>Bubble wrap printing texture</p> <p>Spotlight on Arcimboldo paintings</p>  <p>Provide a wide range of props for play which</p>	<p>materials for children to construct with.</p> <p>Retelling familiar stories</p>	<p>Collage</p>  <p>Father's Day</p> <p>Crafts Cards</p> <p>Spotlight on the artist: Keith Haring</p>  <p>'Izzy Gizmo'</p> <p>Junk modelling inventions</p> <p>Creating an inventor's workshop</p>
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	<p>Junk modelling, take picture of children's creations and record them explaining what they did. Children make bows and arrows.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Kenyan patterns - printing</p> <p>Colour mixing Kenyan sunsets on silhouettes of African animals</p> <p>Animal prints</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Spotlight on</p>	<p>Firework pictures, Divas</p> <p>Spotlight on traditional Rangoli patterns</p>  <p>Christmas</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>Perform songs with others and move in time with music - Winter Production</p> <p>Hanukkah</p> <p>Menorah craft Cards</p>		<p>encourage imagination fruit and veg stall</p> <p>Creating fruit and vegetables using modelling clay/plasticine/play dough</p> <p>Mother's Day</p> <p>crafts cards</p> <p>Easter</p> <p>crafts cards</p>		
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	artwork of Rosemary Karuga 					
Understanding the World	<p>Statutory ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Statutory ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Statutory ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>					
	Identify Africa on a map of the world Identify Kenya on a map of Africa Understand that Africa is a continent	Learning about the life of Mae Jemison (first African-American woman in space) Moon marbles Observe changes in	Talk about the shadows that they see inside and outdoors. Identify the light source and the object that is	Visit to a local fruit and vegetable shop for soup/salsa ingredients Drawing maps connected to trip to fruit and vegetable	Drawing maps to show Hairy McLary's journey Describe the sounds they hear. Identify what is making each sound.	Identifying countries that our families come from. Describe their friends and family using photographs to help them.

	<p>Identify weather patterns in Africa compared to London</p> <p>Name and describe animals that live in different habitats while reading books, watching videos, looking at pictures or playing matching games.</p> <p>Ask questions about different animals and the habitats they live in.</p> <p>Describe habitats</p> <p>Talk about how animals are cared for when they live outside their natural habitat.</p> <p>Move like different animals.</p> <p><u>Encouraging</u></p>	<p>the sky at different times of the day.</p> <p>Link changes in the sky to other observations e.g. changes in temperature and brightness.</p> <p>Ask questions about space and space travel.</p> <p>Move as if they are in space or on the Moon.</p> <p>Use observations from books and video clips when painting model planets.</p> <p>Talk about how binoculars or a telescope make distant objects appear larger and closer.</p> <p>Decide criteria for the 'best' rocket.</p>	<p>making the shadow.</p> <p>Identify that see-through objects make pale shadows and non-see-through objects make dark shadows.</p> <p>Measure shadows using their feet or other nonstandard units.</p> <p>Draw around shadows throughout the day to record how they change over time.</p> <p>Talk about changes they feel when the clouds cover and uncover the Sun.</p> <p>Talk about the changes to the shadows when the clouds cover and uncover the Sun.</p> <p>Ask questions about</p>	<p>shop</p> <p>Identify different plants e.g. trees, bushes, flowers, vegetables, herbs.</p> <p>Touch and smell the plants, when appropriate.</p> <p>Talk about the plants they find.</p> <p>Name the plants they find.</p> <p>Find the same plant in different places.</p> <p>Observing, naming and talking about minibeasts.</p> <p>Identify similarities and differences between the plants and animals they find in the surrounding natural environment and a</p>	<p>Ask questions about the sounds they hear and what is making them.</p>	<p>Talk about how their friends and family are the same and different.</p> <p>Compare themselves to characters in books.</p> <p>Compare their hand, foot and fingerprints with their friends.</p> <p>Talk about the people who look after them, both within their family and the wider community e.g. teachers, doctors, dentists etc.</p> <p>Ask a dentist, nurse, meal supervisor/school cook, road crossing supervisor etc. questions.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Classification - Sort</p>
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	<p><u>scientific enquiry</u></p> <p>Sort animals according to where they live.</p> <p>Research using secondary sources</p> <p>Learn how animals from a different habitat are cared for.</p> <p>Learn about animals in a different habitat.</p> <p>Talk about how they changed objects to make them float or sink - making tin foil boats for Max.</p> <p>Count and record how many small objects different 'boats' can hold before they sink.</p>	<p>Describe the movements of astronauts and how objects are falling and bouncing.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Comparative testing - Make and test air-propelled rockets to find out which is the 'best'.</p> <p>Compare how different objects move when falling and bouncing.</p> <p>Pattern seeking - Find simple patterns in how light levels and temperature change with the movement, or obscuring of, the Sun.</p> <p>Research using secondary sources - Find out about the Solar System, stars and space travel.</p> <p>Find out about</p>	<p>the shadows and rainbows that they see.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Comparative testing - Compare the shape of shadows made by different objects.</p> <p>Classification - Which objects/materials make dark shadows?</p> <p>Observing over time - How do the Sun and shade change during the day?</p> <p>How does a toy's shadow change during the day?</p> <p>Researching using secondary sources</p> <p>Find out about shadows. Find out about rainbows.</p>	<p>contrasting one they visit.</p> <p>Ask questions about the plants and animals they find.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Classification - Name and describe plants and animals they find in the school grounds.</p> <p>Pattern seeking - Look for minibeasts in different areas of the school grounds.</p> <p>Look for plants in different areas of the school grounds.</p>		<p>images of people according to their characteristics.</p> <p>Researching using secondary sources</p> <p>Find out information from visitors (dentist, nurse etc.)</p> <p>Pattern seeking</p> <p>Are taller children faster? Are taller children stronger?</p> <p>Me now, me then.</p> <p>Children compare photographs of them as a baby to how they look now.</p>
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		nocturnal animals.				
Understanding The World - ongoing opportunities for learning throughout the year	<p>Talk about how they feel in different types of weather/seasons.</p> <p>Talk about the clothes they wear in different seasons and why.</p> <p>Talk about the weather throughout the year.</p> <p>Find shelter or make shelters to keep themselves dry in the rain or shade themselves when it is sunny.</p> <p>Talk about how the ground changes when it rains.</p> <p>Measure the size of puddles using their feet after it rains.</p> <p>Talk about how puddles change over time after it rains.</p> <p>Talk about the animals and plants that they find in different seasons.</p> <p>Children to ask questions about the weather and seasonal changes.</p> <p><u>Encouraging scientific enquiry</u></p> <p>Classification - Which clothes are suitable for each season?</p> <p>Observing over time - How does a puddle change over time? How does a snowman change as it melts? How does the natural world change with the seasons?</p> <p>Researching using secondary sources - Find out about how animals behave in different seasons. Find out about the weather and seasons.</p> <p>Talk about the natural materials they explore, using their senses.</p> <p>Talk about the materials they are using when making pictures.</p> <p>Choose from a range of materials, including natural materials, when making models and identify a key property that was required.</p> <p>Reuse materials and talk about what can be recycled to care for the natural world.</p> <p>List the properties the material has.</p> <p>Test models are fit for purpose and that the materials are suitable.</p> <p>Compare and describe how materials change over time and in different conditions.</p> <p>Making junk models with a range of materials, including natural materials they have gathered from the environment Opportunities to compare how materials change</p> <p>Talk about what happened when they poured sand/water through wheels and down gutters and how they changed this.</p> <p>Compare how objects fall with or without parachutes.</p> <p>Explore and talk about how they changed how different balls bounced.</p> <p>Make different aeroplanes and compare how far they fly by marking where they land.</p> <p>Describe how sand or water moves down pipes or gutters, or marbles travel down a marble run, and how they changed this.</p> <p>Notice and talk about the objects in the playground that are moved by the wind.</p> <p>Explore and talk about what they observe when turning bottles filled with different liquids and a marble upside down.</p>					

	Ask questions about forces, such as “What happens if I ...”					
Cooking	Monster biscuits Kenyan Stew	Pumpkin soup Celebration sweets for Diwali	Bread Chinese dumplings	Tomato/pepper salsa Tomato soup Pancakes - Shrove Tuesday	celery rockets broad bean dip	courgette muffins/beetroot muffins
Physical Development	Fundamental Movement	Ball skills	EYFS Stories 1	EYFS Stories 2	Gymnastics	A trip to ...
Gardening	September – Sow basil (windowsill) Harvest = 3 weeks		Jan – Prepare ground and cover raised beds to suppress weeds Feb - Sow broad beans (beds) March/April – Sow peppers/ tomatoes (greenhouse)		May/June – Harvest broad beans (beds)	
Trips	In school enrichment - Story teller visit - link to Bringing the Rain to Kapiti Plain Out of school enrichment - Wandle River (Morden Hall Park)	Out of school enrichment - Streatham Library	In school enrichment - EYFS theatre show - Traditional Tale (possibly Polka)	Out of school enrichment - Visit to the farm (coach required) Nature Garden/Unigate Woods	Out of school enrichment - Local Park to identify different breeds of dogs	Out of school enrichment - Crystal Palace Park
Visitors	Story teller - traditional African folk tales	retail worker - clothing Diwali expert	Chinese New Year expert - chinese chef	Forest school	vet	mother with baby midwife doctor/dentist/nurse

Personal, Social and Emotional Development Jigsaw	<u>Being me in my world</u>	<u>Celebrating difference</u>	<u>Dreams and goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing me</u>
	Self-identity	Identifying talents	Challenges	Exercising bodies	Family life	Bodies
	Understanding feelings	Being special	Perseverance	Physical activity	Friendships	Respecting my body
	Being in a classroom	Families	Goal-setting	Healthy food	Breaking friendships	Growing up
	Being gentle	Where we live	Overcoming obstacles	Sleep	Falling out	Growth and change
	Rights and responsibilities	Making friends	Seeking help	Keeping clean	Dealing with bullying	Fun and fears
		Standing up for yourself	Jobs	Safety	Being a good friend	Celebrations
			Achieving goals			