





Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Transition and Once there lived...</p> <p>During transition time, pupils read the magical Yet and are introduced to the characteristics of effective teaching and learning. Pupils will learn about themselves and their families. Pupils will then learn about the local community and will make simple maps of the places that are special to themselves and their families. Pupils will describe the changes (using all their senses) that are happening as we head into Autumn.</p>	<p>Once upon a time...</p> <p>Pupils will spend time learning in detail about the characters from some of their favourite stories. They will begin the unit focussing on 'Room on the Broom' making links to the Halloween celebrations. They will then learn about The Gruffalo. This will be a chance for the pupils to compare the qualities of the different animals that the mouse meets. Pupils will then move onto the Gruffalo child and discuss the changes that happen in the world around us as we move into Winter. Finally, we will read Stick man and learn about the traditions associated with the Christmas celebrations.</p>	<p>We're going on a...</p> <p>This unit is based around the story – we're going on a bear hunt. Pupils will compare and contrast the forest environment to where they live in Sparkbrook. Pupils will then learn about jungle animals and find out about another new environment. Pupils will learn why jungle animals live in different parts of the world and are not found in Birmingham (other than in the zoo!) Pupils will finally have an opportunity to be imaginative and discover a world completely different to what we see today. They will go on a dinosaur hunt and dig for fossils.</p>	<p>Where in the world...</p> <p>Pupils will reflect on photographs and experiences of their local area and how it has changed over time (homes, transport etc). Pupils will make maps of the places in Birmingham that are important to them. Pupils will find out about where members of their families are from and we will learn about how life is different in these places of the world. (places will depend on intake of pupils) Members of the community from places around the world will be invited to come and tell stories of what life was like when they were young living abroad.</p>	<p>One Sunny Day...</p> <p>Pupils will consolidate what they know about the changing of the seasons through the story of the tiny seed. They will spend time in the garden / planting area to learn how to care for the environment around them. They will learn about the wide range of things that grow (fruit, veg, herbs) and experiment with cooking and tasting new things (linked to the senses). Pupils will read the story 'What the ladybird heard' and create their own simple maps linked to the school environment. Pupils will consolidate what they know about life cycles and caring for living things when they hatch chicks from eggs.</p>	<p>The next thing we knew...</p> <p>This half term is an opportunity for pupils to consolidate their learning so they are ready to move to KS1. They will recap the jobs they have already found out about and then think about jobs for their own futures. Pupils will learn about keeping safe as they grow older (including road safety) and will learn about the people in the community who can help us, doctors, police officers. They will also learn about how to look after themselves as they grow older – linked to oral and physical health.</p>
<p><b>Development Matters: Knowledge and Understanding the World</b></p>	<p>Talk about members of their immediate family and community Name and describe people familiar to them Draw info on a simple map Understand that some places are special to</p>	<p>Compare and contrast characters from stories including figures from the past Recognise that people have different beliefs and celebrate special times in different ways Understand the effect of the changing seasons on</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Talk about members of their immediate family and community Comment on images of familiar situations in the past Draw info on a simple map Understand that some places are special to</p>	<p>Draw info on a simple map Recognise that people have different beliefs and celebrate special times in different ways Explore the natural world around them Describe what they see, hear, feel outside</p>	<p>Name and describe people familiar to them Understand the effect of the changing seasons on the natural world around them - Summer</p>

	<p>members of the community Explore the natural world around them Describe what they see, hear, feel outside Understand the effect of the changing seasons on the natural world around them - Autumn</p>	<p>the natural world around them - Winter</p>	<p>Explore the natural world around them Recognise some environments are different from the one in which they live</p>	<p>members of the community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them Describe what they see, hear, feel outside Recognise some environments are different from the one in which they live Understand the effect of the changing seasons on the natural world around them - Spring</p>	<p>Recognise some environments are different from the one in which they live Understand the effect of the changing seasons on the natural world around them – All seasons</p>	
<p>PSHE</p>	<p>Me and my Relationships</p>	<p>Valuing Difference</p>	<p>Keeping Safe</p>	<p>Rights and Respect</p>	<p>Being my Best</p>	<p>Growing and Changing</p>
<p>Festivals and Celebrations</p>	<p>Halloween Rosh Hashanah</p>	<p>Bonfire night Diwali Christmas</p>	<p>New Year Shrove Tuesday</p>	<p>Easter Holi Mother's Day Ramadan</p>	<p>Eid</p>	<p>Fathers' Day</p>
<p>Key Texts</p>						

<b>Role Play enhancements</b>	Home corner	Home corner with christmas decorations and santa's station	Jungle animals in the construction area for role playing a zoo	Suitcases with clothes to pack for a summer / winter holiday	Gardening tools outside	Dress up emergency services
<b>Mastering Number</b>						
<b>White Rose Maths</b>						
<b>Writing Opportunities</b>						
<b>Healthy Movers (PE)</b>						
<b>Oracy links</b>						

**Throughout the Year, pupils in reception will be learning to...**

Communication and Language	Personal, social and emotional development	Physical development
<ul style="list-style-type: none"> <li>- understand how to listen carefully and why listening is important</li> <li>- learn new vocabulary</li> <li>- use new vocabulary throughout the day</li> <li>- ask questions to find out more and to check they understand what has been said to them</li> <li>- articulate their ideas and thoughts in well-formed sentences</li> <li>- connect one idea or action to another using a range of connectives</li> <li>- describe events in some detail</li> <li>- use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>- develop social phrases</li> </ul>	<ul style="list-style-type: none"> <li>- see themselves as a valuable individual</li> <li>- build constructive and respectful relationships</li> <li>- express their feelings and consider the feelings of others</li> <li>- manage their own needs and personal hygiene</li> <li>- know and talk about the different factors that support their overall health and wellbeing including:               <ul style="list-style-type: none"> <li>- <i>regular physical activity</i></li> <li>- <i>healthy eating</i></li> <li>- <i>toothbrushing</i></li> <li>- <i>sensible amounts of 'screen time'</i></li> <li>- <i>having a good sleep routine</i></li> <li>- <i>being a safe pedestrian</i></li> </ul> </li> </ul>	<p>Pupils will be developing their gross motor skills:</p> <ul style="list-style-type: none"> <li>- revise and refine the fundamental movement skills they have already acquired such as:               <ul style="list-style-type: none"> <li>- rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul> </li> <li>- progress towards a more fluent style of moving, with developing control and grace</li> <li>- develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> </ul>

<ul style="list-style-type: none"> <li>- engage in storytimes</li> <li>- listen to and talk about stories to build familiarity and understanding</li> <li>- retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>- use new vocabulary in different contexts</li> <li>- engage in non-fiction books</li> <li>- listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>- listen carefully to rhymes and songs, paying attention to how they sound</li> <li>- learn rhymes, poems and songs</li> </ul>		<ul style="list-style-type: none"> <li>- develop overall body strength, balance, coordination and agility</li> <li>- further develop and refine a range of ball skills including:</li> <li>- throwing, catching, kicking, passing, batting, aiming</li> <li>- develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> </ul> <p>Pupils will be developing their fine motor skills:</p> <ul style="list-style-type: none"> <li>- develop their small motor skills so that they can use a range of tools competently, safely and confidently - suggested tools include:</li> <li>- pencils for drawing and writing</li> <li>- paintbrushes, scissors, knives, forks, spoons</li> <li>- use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>- combine different movements with ease and fluency</li> <li>- develop the foundations of a handwriting style which is fast, accurate and efficient</li> </ul> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> <li>- further develop the skills they need to manage the school day successfully such as lining up and queuing, and mealtimes</li> </ul>
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Literacy	Mathematics
<p>Reading</p> <ul style="list-style-type: none"> <li>- read individual letters by saying the sounds for them</li> <li>- blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>- read some letter groups that each represent one sound and say sounds for them</li> <li>- read a few common exception words matched to the school's phonic programme</li> <li>- read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>- re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>- form lower-case and capital letters correctly</li> <li>- spell words by identifying the sounds and then writing the sound with letters</li> <li>- write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> <li>- re-read what they have written to check that it makes sense</li> </ul>	<p>Number:</p> <ul style="list-style-type: none"> <li>- count objects, actions and sounds</li> <li>- subitise</li> <li>- link the number symbol (numeral) with its cardinal number value</li> <li>- count beyond 10</li> <li>- compare numbers</li> <li>- understand the 'one more than or one less than' relationship between consecutive numbers</li> <li>- explore the composition of numbers to 10</li> <li>- automatically recall number bonds for numbers 0 to 5 and some to 10</li> <li>- select, rotate and manipulate shapes to develop spatial reasoning skills</li> </ul> <p>Shape:</p> <ul style="list-style-type: none"> <li>- compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>- continue, copy and create repeating patterns</li> <li>- compare length, weight and capacity</li> </ul>

Understanding the world	Expressive arts and design
<ul style="list-style-type: none"> <li>- talk about members of their immediate family and community</li> <li>- name and describe people who are familiar to them</li> <li>- comment on images of familiar situations in the past</li> <li>- compare and contrast characters from stories, including figures from the past</li> <li>- draw information from a simple map</li> <li>- understand that some places are special to members of their community</li> <li>- recognise that people have different beliefs and celebrate special times in different ways</li> <li>- recognise some similarities and differences between life in this country and life in other countries</li> <li>- explore the natural world around them</li> <li>- describe what they see, hear and feel whilst outside</li> <li>- recognise some environments that are different from the one in which they live</li> <li>- understand the effect of changing seasons on the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>- explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>- return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>- create collaboratively, sharing ideas, resources and skills</li> <li>- listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>- watch and talk about dance and performance art, expressing their feelings and responses</li> <li>- sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>- explore and engage in music making and dance, performing solo or in group</li> <li>- develop storylines in their pretend play</li> </ul>

**By the end of the year, pupils are expected to reach the following Early Learning Goals...**

Communication and Language	Personal, social and emotional development	Physical development
<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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</li> </ul>	<p>Self-Regulation</p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate</li> <li>- their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control</li> <li>- their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when</li> <li>- engaged in activity, and show an ability to follow instructions involving several ideas or</li> <li>- actions.</li> </ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance</li> <li>- in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the</li> </ul>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for</li> <li>- themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping,</li> <li>- skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing- using</li> <li>- the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and</li> <li>- cutlery.</li> <li>- Begin to show accuracy and care when drawing</li> </ul>

	<ul style="list-style-type: none"> <li>- toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building Relationships</p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>	
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Literacy	Mathematics
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<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate – where appropriate – key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns.</li> </ul>
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Understanding the world	Expressive arts and design
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<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul>	<p><b>Creating With Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move.</li> </ul>
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<p>The Natural World</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> </ul>	
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<p><b>Characteristics of effective teaching and learning to be developed over time, contribute to children being able to engage, enjoy and make use of their time learning. These characteristics can support our Conway pupils to become life-long lovers of learning!</b></p>		
<p><b>Playing and Exploring</b></p>	<p><b>Active Learning</b></p>	<p><b>Critical Thinking</b></p>
<p>children investigate and experience things, and 'have a go'</p>	<p>children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p>	<p>children have and develop their own ideas, make links between ideas, and develop strategies for doing things'</p>