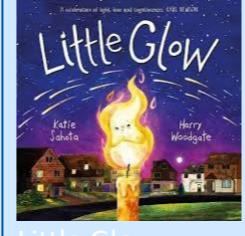
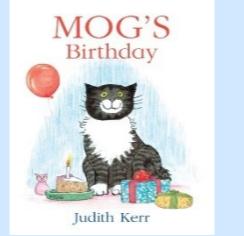
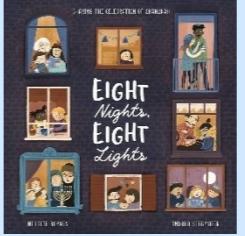
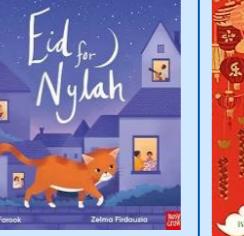


Reception Spring 1			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Focus texts (Drawing club) – Festivals & Celebrations			 The Christmas Pine	 Little Glow	 Mog's Birthday	 Eight Nights, Eight Lights	 Eid for Nylah	 I Love Chinese New	
Area of learning		Drawing club vocab:	Ancient, iridescent, Soaring, remote, journeyed, gape, warble, absent	Celebrate, brightness, silvery, shimmering, vibrant, unique, remember	brazen, belong, possession, decorate, delicious, gathering, memorable	diverse, traditions, formality, friendship, multicultural, darkness	joyous, gratitude, different, community, generous,	Colourful, crackling, renewal, fortunate, golden, vibrant, lively	
	Other stories to share:		Zero is the Leaves on the Tree None the Number Anno's Counting Book The Ugly Five by Julia Donaldson Five Small Stars Room on the Broom		Who Sank the Boat? Balancing Act A Beach for Albert	Handa's Surprise Sidney the Silly Who Only Eats 6 Six Dinner Sid 1, 2, 3 to the Zoo Kipper's Toybox Quack and Count Simon Sock Double Dave Two of Everything Don't Forget the Bacon! The Snail and the Whale			
	Objectives (Development Matters)	Key Vocabulary (areas of specific learning)							
Communication and Language		Talk about key events in a story. Identify familiar objects and properties for practitioners when they are described. Learn rhymes, songs and poems. Listen and respond to simple questions about 'who', 'what' and 'where', including those Develop conversation, often jumping from topic to topic. Develop pretend play based on real life experiences or familiar stories and family. Enjoy being part of conversations.	Learn rhymes, songs and poems.	Introduce new language daily through drawing club – widgets Child led: retelling stories through provision using storytelling props Focus activity: pictures from celebrations – children to describe event in detail	Introduce new language daily through drawing club – widgets Child led: retelling stories through provision using storytelling props	Introduce new language daily through drawing club – widgets Child led: retelling stories through provision using storytelling props Focus activity: pictures from birthday – children to describe event in detail Enhancements: birthday/party accessories added to role play area/playdough	Introduce new language daily through drawing club – widgets Child led: retelling stories through provision using storytelling props Focus activity: pictures from Eid celebrations – children to describe event in detail	Introduce new language daily through drawing club – widgets Child led: retelling stories through provision using storytelling props Enhancement: tealights, small world people, dragons, animals	

Personal Social Emotional Development	Demonstrate some self-regulation strategies without immediate adult support. Begin to express feelings and needs using words rather than actions. Seeks comfort or help from peers as well as adults when needed. Show awareness of classroom expectations and follow them with less prompting. Understand the concept of making good choices (e.g., kind words, turn-taking). Manage belongings with increasing independence (e.g., packing a bag). Demonstrates improved turn-taking and sharing, needing less adult intervention. Expresses likes, dislikes, and opinions in a socially appropriate way.	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Child led: selecting resources for a chosen activity – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Child led: selecting resources for a chosen activity – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)	Visuals to support learning behaviours Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)
	Gross Motor Jump from height, run around obstacles, and use more dynamic movements during physical activities like running races or balancing games. Climb safely on playground equipment and apparatus. Jump and land safely. Find a space away from other children.	Focus activity: create obstacle courses for children to move in a range of ways – under, over, around, on	Child led: equipment for children to climb on, under and over – climbing equipment Adult: model language under, over, around Child led: provide bat and balls for children to practise bat/ball skills	Child led: equipment for children to climb on, under and over – climbing equipment Adult: model language under, over, around Child led: provide bat and balls for children to practise bat/ball skills	Adult: model moving in different ways. Support children with moving in different ways running, skipping, jumping, hopping Focus activity: equipment to hop/jump off, obstacles to run, jump around	Adult provide resources for children to create races/timed activities – can you hop for 1 minute?	
	Real PE: EAL PE R/Y1 Unit 3: Static & Dynamic Balance NC: Creative Dance - Real Dance R/Y1 Unit 1	Skill: Move forwards/backwards on the line, lifting knees Apply: puffer train	Skill: Move forwards/backwards on the line, lifting knees Apply: puffer train	Skill: Move forwards/backwards on the line, lifting knees Apply: wobbly bridge	Skill: Stance, heels up Apply: children on a rope	Skill: Stance, heels up Apply: tightrope twins	Skill: Stance, heels up Apply: tightrope sequence

Writing	Drawing club x 4 weekly Daily phonics	<p>Independently write simple CVC words using taught sounds.</p> <p>Write labels or captions with phonetic approximations.</p> <p>Attempt to spell tricky words (e.g., "the", "to") with growing accuracy.</p> <p>Begin to sequence and write 2-3-word phrases (e.g., "a big cat").</p> <p>Show increasing control in letter formation, including some capital letters.</p> <p>SPAG focus Pencil grip Chair position Dictation Letter formation</p>	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Daily mark marking/writing opportunities throughout provision	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Fine motor opportunities to develop strength and control Daily mark marking/writing opportunities throughout provision	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Fine motor opportunities to develop strength and control Daily mark marking/writing opportunities throughout provision	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Fine motor opportunities to develop strength and control Daily mark marking/writing opportunities throughout provision	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Fine motor opportunities to develop strength and control Daily mark marking/writing opportunities throughout provision	Handwriting focus: Daily Phonics follow up task Focus: name sequencing (individuals) Fine motor opportunities to develop strength and control Daily mark marking/writing opportunities throughout provision
			Access to at all times:	Paper, pens, pencils, tripod pencils, sound mats, hfw, name cards, flash cards				
Maths –	White Rose Maths (small steps)	<p>Develop fluency in counting beyond 10.</p> <p>Subitise up to 5 and begin recognising patterns in numbers.</p> <p>Secure number bonds to 5 and explore number bonds to 10 using concrete resources.</p> <p>Compare numbers using language such as 'one more' and 'one less'.</p> <p>Children recognise the numeral 0.</p> <p>Compare numbers to 10, using visual and concrete resources to support understanding.</p>	<p>Alive in 5</p> <ol style="list-style-type: none"> 1. Introduce 0 2. Find 0 to 5 3. Subitise 0 to 5 4. Represent 0 to 5 5. 1 more 6. 1 less 7. Composition 8. Conceptual subitising to 5 	<p>Mass and capacity</p> <ol style="list-style-type: none"> 1. Compare mass 2. Find a balance 3. Explore capacity 4. Compare capacity 	<p>Growing 6,7,8</p> <ol style="list-style-type: none"> 1. Find 6,7,8 2. Represent 6,7,8 3. 1 more 4. 1 less 5. Composition of 6,7,8 6. Making pairs – odd and even 7. Double to 8 (find a double) 8. Double to 8 (make a double) 9. Combine 2 groups 10. Conceptual subitising 			
		Develop a growing knowledge of number bonds to 10.	Number tracks, counters, sand timers, tens frames, five frames, numicon, number cards, shapes, tens frames					

Understanding the World	The World	Observe and describe plant growth over time. Identify what animals and plants need to survive. Compare different natural habitats.					Child led: floating and sinking – objects for children to explore floating and sinking (Maths Link)		
	People and Communities E1. Which places are special to members of our community?	Understand that some places are special to members of their community · Begin to identify and talk about places in their community that are important to different people. Name and recognise key people in their community who help them.		What makes places special? Child led: sharing photos from home of special places	Where are special places near me?	Which places are special to Christians and why? Church visit	Which places are special to Muslims and why?	Which places are special to Sikhs and why?	Which places are special to Hindus and why?
	Past and Present	Can talk about how everyday life used to be different. Can sequence familiar routines or events and understand simple timelines. Engages with fiction and non-fiction books about life in the past.							
Expressive Arts	Creating with materials Painting and Mixed media: Paint my world	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Uses tools and techniques with more control. Creates representations of objects or ideas. Talks about what they are making and how they are doing it.	Dab, dot, shiny, silky, slimy, slippery, smooth, squelchy, sticky, feathers, flower buds, mix, pattern, texture, fast, slow, loud, quiet	Lesson 1: Finger painting Focus: using fingers to paint – one colour per finger Child led: paint to allow children to explore colour mixing (large paper)	Lesson 2; outdoor painting Focus: create natural paint brushes Child led: range of natural paint brushes	Lesson 3: painting to music Focus: To respond to music through the medium of paint.	Lesson 4: collage and transient art Focus: To make child-led collages using mixed media. To use loose parts to create a piece of transient art. Child led: range of mixed media in creative area	Lesson 5: landscape collage Focus: To create landscape collages inspired by the work of Megan Coyle. Child led: Artists pictures and resources for children to create	Lesson 6: group art Focus: To create a large piece of group artwork based around fireworks. To experiment with colour, design and painting techniques.
		Access to at all times:	Wax crayons, pencils. Craft resources, paper, stencils, felt tips, pencil crayons, paint,						
	Being Imaginative and Expressive	Starts to invent simple stories or imaginative scenarios in play, often drawing from familiar experiences.							

	Charanga (2-year cycle) Cycle A	Sings a repertoire of known songs and begins to change words or melodies to suit a purpose.	Music Inspired By The World Around Us	In The Sea – Respond	In The Sea – Sing / Spring (Vivaldi)	Moonlight Sonata” / “In The Sea” – Sing	Dance of the Cygnets” / “In The Sea” – Sing	In The Sea” – Perform / “Mars” (Holst)	Connect It / “In The Sea” – Sing & Perform
	Charanga (2-year cycle) Cycle B	Uses voice, movement, and expression to convey mood or meaning in role play or small world scenarios.	R. Lilting Lullaby	Baby elephant listen and respond warm up sing	Baby Elephant Listen and respond Sing Signing What can I hear?	The Lark Ascending Baby Elephant Listen and respond Dance Sing Sign	Twinkle Twinkle Little Star Baby elephant Listen and respond Play Dance sing and sign	Baby Elephant Mars Mars Video Listen and respond Dance What can I hear?	Baby elephant Rehearse Perform