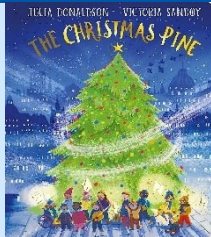
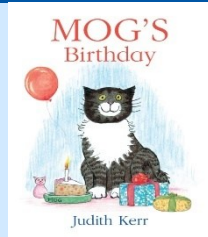






Reception Spring 1			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Focus texts (Drawing club) – Festivals & Celebrations			 The Christmas Pine	 Little Glow	 Mog's Birthday	 Eight Nights, Eight Lights	 Eid for Nylah	 Chinese New Year	
Area of learning		Drawing club vocab:	Ancient, iridescent, Soaring, remote, 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	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		<p>Demonstrate some self-regulation strategies without immediate adult support.</p> <p>Begin to express feelings and needs using words rather than actions.</p> <p>Seeks comfort or help from peers as well as adults when needed.</p> <p>Show awareness of classroom expectations and follow them with less prompting. Understand the concept of making good choices (e.g., kind words, turn-taking).</p> <p>Manage belongings with increasing independence (e.g., packing a bag).</p> <p>Demonstrates improved turn-taking and sharing, needing less adult intervention.</p> <p>Expresses likes, dislikes, and opinions in a socially appropriate way.</p>		<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Child led: selecting resources for a chosen activity – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>	<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Child led: selecting resources for a chosen activity – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>	<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>	<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>	<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>	<p>Visuals to support learning behaviours</p> <p>Child led: use understanding of emotions to begin to understand others feelings – adult to facilitate</p> <p>Visuals to support home time routines – collecting own belongings (jumper, coat, book bag)</p>
Physical Development	Gross Motor	<p>Jump from height, run around obstacles, and use more dynamic movements during physical activities like running races or balancing games.</p> <p>Climb safely on playground equipment and apparatus.</p> <p>Jump and land safely.</p> <p>Find a space away from other children.</p>		<p>Focus activity: create obstacle courses for children to move in a range of ways – under, over, around, on</p>	<p>Child led: equipment for children to climb on, under and over – climbing equipment</p> <p>Adult: model language under, over, around</p> <p>Child led: provide bat and balls for children to practise bat/ball skills</p>	<p>Adult: model moving in different ways. Support children with moving in different ways running, skipping, jumping, hopping</p> <p>Focus activity: equipment to hop/jump off, obstacles to run, jump around</p>		<p>Adult provide resources for children to create races/timed activities – can you hop for 1 minute?</p>	
	<p>Real PE:</p> <p>EAL PE R/Y1 Unit 3: Static & Dynamic Balance NC: Creative Dance - Real Dance R/Y1 Unit 1</p>			<p>Skill: Move forwards/backwards on the line, lifting knees</p> <p>Apply: puffer train</p>	<p>Skill: Move forwards/backwards on the line, lifting knees</p> <p>Apply: puffer train</p>	<p>Skill: Move forwards/backwards on the line, lifting knees</p> <p>Apply: wobbly bridge</p>	<p>Skill: Stance, heels up</p> <p>Apply: children on a rope</p>	<p>Skill: Stance, heels up</p> <p>Apply: tightrope twins</p>	<p>Skill: Stance, heels up</p> <p>Apply: tightrope sequence</p>

	Fine motor:	Write their name independently and begin writing simple sentences or letters (covered in writing curriculum area) Demonstrate improved accuracy in activities like threading beads, cutting along a line with scissors, and building more detailed structures with construction toys.		Fine motor opportunities to develop strength and control Child led: pom poms in the water tray with tweezers, squeezing tools	Fine motor opportunities to develop strength and control Child led:  use finger to create patterns	Fine motor opportunities to develop strength and control Child led: 	Fine motor opportunities to develop strength and control Child led: 	Fine motor opportunities to develop strength and control Child led: create a henna design – hand and use thick markers (designs to model patterns)	Fine motor opportunities to develop strength and control Child led:  Chop sticks to pick and move pom poms Child led: Cut and create a Chinese spiral dragon
			Access to at all times:	Rolling pins, paint brushes, scissors, playdough tools, scissors, cutters,					
Reading - Rocket Phonics		Recognises all Phase 2 phonemes and starts Phase 3 phonemes (e.g., ch, sh, th, ng). Blends and segments CVC words more confidently. Recognises more high-frequency and tricky words (e.g., 'no', 'go', 'into'). Shows an increasing ability to decode simple sentences. Begins to read simple phrases and captions in familiar books		GPCs: /w/ as w /k+s/ as x Tricky words/Spellings – we, me	GPCs: /y/ as y /z/ as z and zz Tricky words/Spellings – be, was	GPCs: /z/ as s /k+w/ as qu Tricky words/Spellings – my, you	GPCs: Consolidate j, v Consolidate w, x Tricky words/Spellings – her, they	GPCs: Consolidate y, z, zz, Consolidate s, qu Tricky words/Spellings – all, are	GPCs: /ch/ as ch /sh/ as sh Tricky words/Spellings – he, she
Reading comprehension		Discuss characters' actions and settings using relevant vocabulary. Start to compare stories or characters with support.		Daily story time Daily drawing club 1:1 reading – wordless/word books – dependent on individual level					

Writing	Drawing club x 4 weekly Daily phonics	Independently write simple CVC words using taught sounds. Write labels or captions with phonetic approximations. Attempt to spell tricky words (e.g., “the”, “to”) with growing accuracy. Begin to sequence and write 2–3-word phrases (e.g., “a big cat”). Show increasing control in letter formation, including some capital letters. SPAG focus Pencil grip Chair position Dictation Letter formation		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)	Develop fluency in counting beyond 10. Subitise up to 5 and begin recognising patterns in numbers. Secure number bonds to 5 and explore number bonds to 10 using concrete resources. Compare numbers using language such as ‘one more’ and ‘one less’. Children recognise the numeral 0. Compare numbers to 10, using visual and concrete resources to support understanding.		Alive in 5 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			Mass and capacity 1. Compare mass 2. Find a balance 3. Explore capacity 4. Compare capacity	Growing 6,7,8 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					

	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. Liling 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