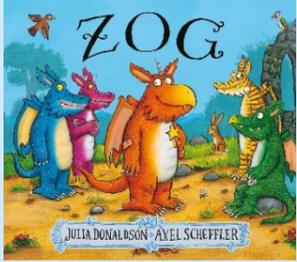
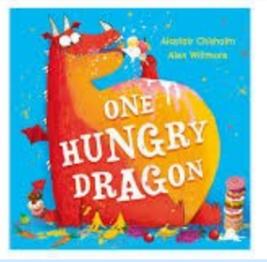
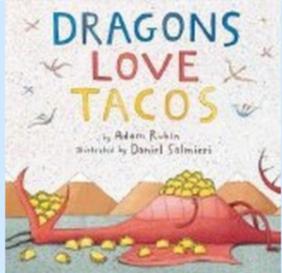
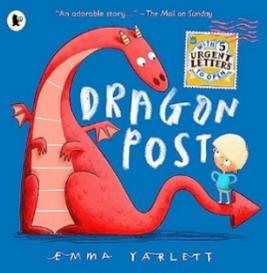


Reception Summer 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Focus texts (Drawing club) – Dragons								
<b>Area of learning</b>		Drawing club vocab:	fiery, capturing, rescue, scaly, rescue, clumsy, resilience	ravenous, demand, seek, colossal, magical, consumed, swallowing	soaring, fearsome, aggressive, prowl, seize, sneakily, desire	Attachment, worship, crunchy, conversation, disappointed, queasy, sizzling	Possessive, deliver, address, recipient, wise, leathery, envelope	Noble, mythical, important, selfish, balance, powerful, cherished
	Other stories to share:		Other Julia Donaldson Texts Nine Naughty Ten Little Fingers and Ten Little Toes How Do Dinosaurs Count to Ten The 'Ten Little ...' One Duck Stuck Ten in the Bed Jasper's Beanstalk	Aliens love underpants Mouse Count One Ted Falls out of Bed My Granny Went to Market Mr Gumpy's Outing Tad The Shopping Basket by John Burningham		Big Box of Shapes Mr Gumpy's Motor Car Three Pigs, One Wolf, and Seven Magic Shapes Jack and the Flumflum Tree Grandpa's Quilt Boxitects by Kim Smith		
	<b>Objectives (Development Matters)</b>	<b>Key Vocabulary (areas of specific learning)</b>						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication and Language</b></p>	<p>Responds to what they hear with relevant questions, comments and actions</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Retell the story – using key phrases and own words</p> <p>Uses talk to explain how things work and what they think might happen/why</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and use conjunctions</p>		<p>Child led: enhance small world area with story telling resources- castles, dragons</p> <p>Adult to: Embed drawing club vocabulary</p>  <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p>	<p>Child led: enhance small world area with story telling resources</p> <p>Adult to: Embed drawing club vocabulary</p> <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p> <p>Adult led: modelling conversation during teacher led carpet sessions</p>	<p>Child led: enhance small world area with story telling resources</p> <p>Adult to: Embed drawing club vocabulary</p>  <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p> <p>Adult led: teaching use of conjunctions during oracy</p> <p>Adult led: support conversation in provision – modelling conversation</p>	<p>Child led: enhance small world area with story telling resources</p> <p>Adult to: Embed drawing club vocabulary</p> <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p> <p>Adult led: teaching use of conjunctions during oracy</p> <p>Adult led: support conversation in provision – modelling conversation</p>	<p>Child led: enhance small world area with story telling resources</p> <p>Adult to: Embed drawing club vocabulary</p> <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p> <p>Adult led: modelling conjunctions in sentences during provision</p> <p>Adult led: support conversation in provision – modelling conversation</p>	<p>Child led: enhance small world area with story telling resources – treasure, golden coins</p> <p>Adult to: Embed drawing club vocabulary</p> <p>Drawing club: oracy focus (daily – sentence starters/speaking in sentences)</p> <p>Adult led: modelling conjunctions in sentences during provision</p> <p>Adult led: support conversation in provision – modelling conversation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Personal Social Emotional Development</b></p>	<p>Kapow – Economic wellbeing Talks about their own and others’ feelings and behaviour and its consequences</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Attempts to repair a relationship where they have caused upset and understands how their actions impact other people</p> <p>Is aware of their relationships to particular social groups and is sensitive to prejudice and discrimination</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours</p>		<p>Adult led: What is money?</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p> <p>Carrying out self help skills independently</p> <p>Throughout provision (as needed) explain to children about the needs of others and why this differs to themselves</p>	<p>Adult led: Keeping money safe.</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p> <p>Adult led: How are we the same/different?</p>	<p>Adult led: What is a bank?</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p> <p>Adult led: what groups do we belong to?</p>	<p>Adult led: Saving and spending</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p>	<p>Adult led: Jobs in school</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p>	<p>Adult led: Jobs out of school</p> <p>Throughout provision adults to facilitate conversations between children sharing feelings and consequences. Adults scaffold for children to begin to solve conflicts</p> <p>Adult to model rebuilding relationships</p>

Physical Development	Gross Motor REAL PE R/Y1 Unit 5: Coordination & agility NC: Invasion games	Shows an increasing control over an object – pushing, patting, kicking, throwing, catching  Negotiates space when playing games with other children, adjusting speed or changing direction to avoid obstacles		Warm up: circus skills Skill: exploring sending and receiving Skill application: bouncing balls	Warm up: circus skills Skill: exploring sending and receiving Skill application: bouncing balls	Warm up: circus skills Skill: exploring sending and receiving Skill application: partner juggle	Warm up: circus skills Skill: exploring reaction and response Skill application: RINGO	Warm up: circus skills Skill: reaction and response Skill application: RINGO	Warm up: circus skills Skill: exploring reaction and response Skill application: Magic beans
	Fine motor:	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  Begin to show accuracy and care when drawing.	Adult led: playing games involving negotiating space/speed/direction	Daily fine motor and handwriting (see writing)  Fine motor: create a dragon Maths Link – 1:1 counting, 1 more/1 less 	Daily fine motor and handwriting (see writing)  Fine motor: thread the beads on to the tongue 	Daily fine motor and handwriting (see writing)  Fine motor: tweezers pom pom 	Daily fine motor and handwriting (see writing)  Fine motor: scissors, knife and fork added to playdough to cut 	Daily fine motor and handwriting (see writing)  Fine motor: Peg the washing 	Daily fine motor and handwriting (see writing)  Fine motor: 
			Access to at all times:	Rolling pins, paint brushes, scissors, playdough tools, scissors, cutters,					
Reading - Rocket Phonics	Phase 3  Read some digraphs  Read some simple phrases and sentences		GPCs: /ur/ as ur /ou/ as ow Tricky words/Spellings – come, do, so	GPCs: /oi/ as oi /eer/ as ear Tricky words/Spellings – were, when	GPCs: /air/ as air /y+oor/ as ure Tricky words/Spellings – have, there	GPCs: schwa /uh/ as er Consolidate ar, or Consolidate ur, ow Tricky words/Spellings – out, like	GPCs: Consolidate oi, ear Consolidate air, ure Consolidate er, ar Consolidate or, ur Tricky words/Spellings – little, what	GPCs: /w/ as wh /f/ as ph Tricky words/Spellings – some, one, said	
Reading comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  Predict key events in stories		Daily story time  Daily drawing club  1:1 reading – wordless/word books – dependent on individual level						

Writing	Drawin g club x 4 weekly Daily phonics	Write short sentences using a capital letter and full stop.  Re-read what they have read and check it makes sense.  Spell some CEW/HFW		Handwriting focus: j and y patterns/shapes assessment  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	Handwriting focus: g and q (Individual target and progress)  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	Handwriting focus: b,p,k (Individual target and progress)  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	Handwriting focus: v,s,r (Individual target and progress)  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	Handwriting focus: f,x,z (Individual target and progress)  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	Handwriting focus: assessment (Individual target and progress)  Daily Phonics follow up task  Daily mark marking/writing opportunities throughout provision	
	Access to at all times:			Paper, pens, pencils, tripod pencils, sound mats, hfw, name cards, flash cards, envelopes, daily mark making opportunities						
Maths –	<b>White Rose Maths (small steps)</b>	Have a deep understanding of number to 10, including the composition of each number; 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. 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;	Count, teen numbers, pattern, how many, add more, take away, add, shape, arrangements, manipulate. Rotate, compose, decompose, 2d, 3d,	To 20 and beyond <ul style="list-style-type: none"> <li>• <b>Step 1</b> Build numbers beyond 10 (10 -13)</li> <li>• <b>Step 2</b> Continue patterns beyond 10 (10-13)</li> <li>• <b>Step 3</b> Build numbers beyond 10 (14-20)</li> <li>• <b>Step 4</b> Continue patterns beyond 10 (14-20)</li> <li>• <b>Step 5</b> Verbal counting beyond 20</li> <li>• <b>Step 6</b> Verbal counting patterns</li> </ul>		How many? <ul style="list-style-type: none"> <li>• <b>Step 1</b> Add more</li> <li>• <b>Step 2</b> How many did I add?</li> <li>• <b>Step 3</b> Take away</li> <li>• <b>Step 4</b> How many did I take away?</li> </ul>		<b>Manipulate, compose and decompose</b> <ul style="list-style-type: none"> <li>• Step 1 Select shapes for a purpose</li> <li>• Step 2 Rotate shapes</li> <li>• Step 3 Manipulate shapes</li> <li>• Step 4 Explain shape arrangements</li> <li>• Step 5 Compose shapes</li> <li>• Step 6 Decompose shapes</li> <li>• Step 7 Copy 2-D shape pictures</li> <li>• Step 8 Find 2-D shapes within 3-D shapes</li> </ul>		
			Number tracks, counters, sand timers, tens frames, five frames, numicon, number cards, shapes, tens frames, numbers in provision areas (phone etc)							
Understanding the World	<b>The World EY. Plant</b>	Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	Plant, seed, nutrients, soil, water, stem, leaves, sunlight, compost heap, weeds, garden, roots	Discover that plants are living things	Learn about plants and where they come from	Adult led: plant our own seeds  What do they need?	Explore how to look after plants	Child led: plant diary – How has my plant changed?  Adult led: experiment what plants need		

	<p><b>People and Communities</b></p> <p><b>C1.5 Why are festivals important?</b></p>	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	Christian, Harvest Festival, Jewish people, Sukkot, shelter, Ramadan, fasting, Eid, Hindu, Diwali, diva, Sikh, Guru Hargobind, Bandi Chhor Divas Other vocabulary: gift, celebration, special occasion, gratitude, preparation, invitation, decoration	How do we celebrate special occasions?	Why is Harvest Festival important to Christians?	What happens at Sukkot and why is this important to Jews?	What happens during the holy month of Ramadan and the celebration of Eid al-Fitr?	How do Hindus prepare to celebrate Diwali?	How do Sikhs celebrate Bandi Chhor Divas at Diwali? How do people and communities choose to celebrate?
	<b>Past and Present</b>	Talk about the lives of the people around them and their roles in society;				Adult led: what groups do we belong to?		Adult led: jobs in school	Adult led: jobs out of school
<b>Expressive Arts</b>	<p><b>Creating with materials</b></p> <p><b>Sculpture and 3D: Paper play R. Seasonal crafts: salt painting (Kapow)</b></p>	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Pinch, roll, slimy, slippery, smooth, squash, sticky, stretch, squelchy, twist, design, sculpture, create	Adult led: To explore clay and its properties  Child led: create dragons – range of resources including	Adult led: To explore the playdough and its properties  Child led: create a taco for the dragon	Adult led: to create natural 3D landscape pictures using found objects  Child led: use a range of materials to make your own underpants for the dragons	Adult led: Designing animal sculptures  Child led: create a dragon using playdough	Adult led: creating animal sculptures	Adult led: painting animal sculptures  Child led: create a treasure chest (junk modelling)
			Access to at all times:	Wax crayons, pencils. Craft resources, paper, stencils, felt tips, pencil crayons, paint, junk modelling materials, coloured paper, glue, tape, whole puncher					
	Being Imaginative and Expressive)	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,	<p><b>Charanga (2-year cycle) Cycle A</b></p> <p><b>Sound And Pictures</b></p>	Adult led: Music Building Blocks  Children explore the fundamental elements of music, including pitch, tempo, dynamics, and articulation.	Adult led: Building Blocks and Vocal Exploration  Focusing on rhythm, words, and melody, children participate in vocal warm-ups and simple call-and-response exercises.	Adult led: Creating a Sound Picture  Children use instruments, voice, and body percussion to create a sound picture inspired by a story or musical piece	Adult led: Making a Graphic Score  Children build on their sound pictures by creating graphic scores to visually represent sounds.	Adult led: Listening to Music From Around the World  Children explore musical diversity by listening to pieces from Scotland, Bombay, Poland, Tehran, and other cultures connected to the story or class context.	Adult led: Performance and Reflection  Children bring together all previous learning in a collaborative performance, incorporating sound pictures, graphic scores, and global music influences.

		and – when appropriate – try to move in time with music.	percussion, musical, piece, score, culture, diversity, global						
			<b>Charanga (2 year cycle) Cycle B</b>  <b>Wellbeing Matters</b>  Emotions, surprised, happy, sad, perform, calm, loud, quiet, breathe, mindfulness	Adult led: Listen and Respond: Listen to the Big Emotions Move: cheeky seal bop Loud and quiet: Sing: binoculars	Adult led: Move: cheeky seal bop Loud and quiet: Sing: binoculars	Adult led: Listen and respond: I am calm Breathing Signs with actions: I am calm with signing Mindful colouring	Adult led: Signs with actions: I am calm with signing Compose: selection of instruments Breathing	Adult led: Listen and respond: I feel surprised Sing: I feel surprised Songwriting: write own verse Breathing:	Listen and respond: emotion ticklist Sing: (choice of song) Breathing: Perform: perform songs