



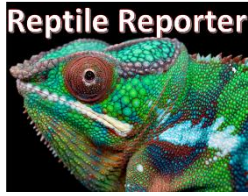


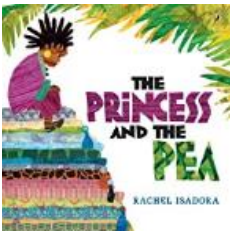

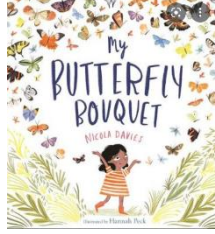
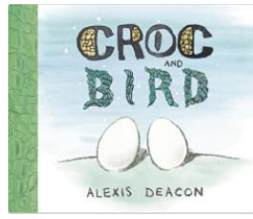
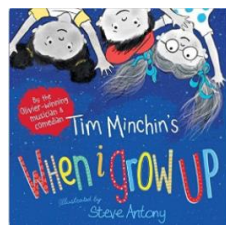
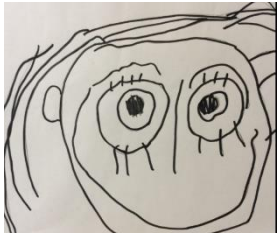






Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 2
Project						
Project focus	Understanding the World Personal, Social and Emotional Development	Literacy	Understanding the World Personal, Social and Emotional Development	Understanding the World	Understanding the World	Understanding the World Personal, Social and Emotional Development
Breadth of Project	Immediate family, community, relationships	Storytelling, story mapping, retelling familiar stories	Where we live and special places in the local community	Exploring what hatches from an egg, investigating the life-cycle of a butterfly	Learning the characteristics of a reptile, comparing and contrasting a country with the UK	Exploring growth and change since birth, transition to year 1
Core Texts	 The Proudest Blue, Ibtihaj Muhammad	 The Princess and the Pea, Rachel Isadora	 In Every House, on Every Street, Jess Hitchman	 My Butterfly Bouquet, Nicola Davies	 Croc and Bird, Alexis Deacon	 When I Grow Up, Tim Minchin
Memorable Experience	<b>Exploration Walk</b> A walk around the school site and a visit to the school library – getting to know our environment.	<b>Rainbow Factory</b> Visit from the Rainbow Factory company - storytelling workshop	<b>Community Walks</b> Visits to places that are special to us in the local community	<b>Hatching Project</b> Hatching chicks/ ducklings, butterflies in a butterfly garden	<b>Creature Ark</b> Visit from Creature Ark (real life reptiles)	<b>New Teacher Party</b> Party for year 1 teachers and staff
Community Links	Festival celebrations	Key Parent Mornings	Sharing of family photographs of our homes to create our own 'Every House on Every Street' community provision. Visiting places within the community.	Exploring local wildlife and nature by conducting nature walks in the local area	A visit to Tropical World	Sharing our baby photographs to explore and discuss how we have changed over time
Visits and Visitors	Visit from special people in the immediate environment – JG, AB, BW, office staff, etc	Visit from Rainbow Factory with a focus on storytelling	Visits to places that are special to us in the local community	Visit the pond area in school to explore the local wildlife	Visit from Creature Ark (real life reptiles)	Visit from key people in school that they will meet moving into Year 1

<p><b>Literacy</b></p>	<p>Listening to, retelling and acting out simple and familiar stories. Creating simple story maps using marks for familiar stories such as, So Much. Mark make and begin to write a list of family members, friends, favourite things etc. Following simple instructions to make a food product such as a chapati or cake. Mark make and begin to write a simple invitation to invite key adults to the end of project celebration party.</p>	<p>Mark make and consolidate lists, invitations. Mark make and begin to write a letter to a character from a story. Listen to and retell traditional, fairy and popular tales. Talk 4 Writing to act out familiar stories. Sequencing Stories. Creating simple story maps using marks for familiar stories such as, The Princess and the Pea.</p>	<p>Writing captions and simple sentences. Writing signs Labelling a diagram. Reading sentences. Reading our own writing to check it makes sense. Creating our own story maps with some text. Writing a simple story using a basic construction template. Identifying the features of an information book. Writing and information page and creating a poster.</p>	<p>Writing captions and simple sentences. Writing extended sentences. Writing signs and labels. Labelling life cycle diagrams Instructional writing – how to care for an egg. Verbalising own stories. Writing a story using a story construction template. Writing an information page about a hatching animal.</p>	<p>Writing extended sentences. Consolidate writing instructions. Reading our own writing to check it makes sense. Sharing biographies and creating a biographical page. Consolidating verbalising a story. Innovating familiar stories.</p>	<p>Consolidate writing extended sentences. Reading own writing to check it makes sense. Creating their own story map. Innovating familiar stories. Writing own stories using extended sentences. Consolidate writing in a range of situations. Such as lists, invitations, labels, signs etc. Consolidate creating a biographical page about people they are familiar with.</p>
<p><b>Maths</b></p>	<p>Match and sort objects that are the same and different using a range of attributes. Order and compare objects by size, mass or capacity. Describe the objects using key vocabulary, such as, big/ small, full/ empty. Copy, create and repeat simple patterns using objects and sounds. Representing, comparing and composition on 1,2,3 with one to one correspondence, concept images, numberblock episodes, corresponding shapes, and ordering numbers.</p>	<p>Representation, comparing and composition of 4 and 5 with one-to-one correspondence, concept images, numberblock episodes, corresponding shapes, and ordering numbers. Introduce zero. Measuring time. Understand the one more than/ one less than relationship between the consecutive numbers. Explore the composition of numbers to 10.</p>	<p>Digging deeper with numbers 1 to 5. Including, counting and comparing, one more and one less within five, representing quantities to five. Comparing mass and capacity by making direct comparisons and exploring containers and using balance scales. Use mathematical vocabulary to make comparisons. Representing, comparing and composition on 6, 7 and 8 with one-to-one correspondence, concept images, Numberblock episodes, corresponding shapes, and ordering numbers.</p>	<p>Digging deeper with length and height. Representation, comparing and composition of 9 and 10 with one-to-one correspondence, concept images, numberblock episodes, corresponding shapes, and ordering numbers. Explore the composition of numbers to 10. Number bonds to 10, automatically recall number bonds to 10.</p>	<p>Exploring 3D shape through block play and modelling. Learning the mathematical names for 3D shapes and beginning to describe them. Exploring the properties of 3D objects, including which ones roll. Build upon prior knowledge of ABABAB patterns by creating patterns with at least three units, e.g. AAB, AABB, etc. Representation, comparing and composition of numbers beyond 10 with one-to-one correspondence, concept images, numberblock episodes. Exploring counting patterns beyond 10 and digging deeper, including counting in tens up to 100. Spatial reasoning using shapes, including positional language and creating pictures with shapes.</p>	<p>Adding more and digging deeper. Taking away and digging deeper. Doubling numbers. Sharing and grouping objects and numbers. Exploring even and odd numbers. Digging deeper by finding half of a number.</p>
<p><b>Communication and Language</b></p>	<p>Roleplaying in a group retelling familiar stories. Talking about likes and dislikes. Talking about who lives at their house, who is in their immediate and extended family. Talking about things I like to do with my family. Begin to understand and respond to Blank Level questions 3 and 4.</p>	<p>Listening to stories and joining in with repeated refrains. Retelling stories with actions. Roleplaying in a group using familiar stories. Discussing keys characters and storytelling. Extending vocabulary using 'Word Aware' words.</p>	<p>Retell familiar stories using their own words or some story language. Use words learnt through Word Aware and non-fiction texts accurately in their speech, such as building names. Use a connective such as 'and' and 'but' to talk about special places in the community.</p>	<p>Extend vocabulary by naming animals and life-cycle. Construct sentences using a connective such as 'and' and 'but' to talk about the life cycle processes. Talking prompts - chick egg incubator, butterfly garden. Use descriptive language when retelling simple events.</p>	<p>Develop and say their own stories using experiences from books. Use topic specific words in conversation, such as reptile vocabulary. Understand and respond to Blank Level questions 3 and 4. Learn and use new vocabulary in relation to Reptile Reporter.</p>	<p>Develop and say their own stories using experiences from books. Use topic specific words in conversation. Understand and respond to Blank Level questions 3 and 4. Learn and use new vocabulary.</p>

		Begin to understand and respond to Blank Level questions 3 and 4.	Use descriptive language to talk about where they live. Understand and respond to Blank Level questions 3 and 4.	Enjoy hearing new words relating to non-fiction texts. Begin to understand and respond to Blank Level questions 3 and 4.	Use well-formed sentences about reptiles. Regularly ask questions to find things out. Construct more complex sentences orally.	Use well-formed sentences about a range of topics. Regularly ask questions to find things out. Construct more complex sentences orally.
<b>Physical Development</b>	<p><b>Gross Motor –</b> Large-scale construction outdoors to make homes and buildings familiar to the children and so on, using the blue foam bricks and loose parts construction materials. Explore moving in different ways on the climbing frame by stepping, pulling up etc.</p> <p><b>Fine Motor -</b> A range of mark making tools provided to support range of pencil grasp, such as, paintbrushes, cutlery, cutters, pencils and so on.</p> <p><b>Being Independent with Care and Health -</b> Sequences of the day including care routines in our families and homes. Talking about food that we eat in school and with our families, is it healthy or unhealthy?</p>	<p><b>Gross Motor –</b> Focus on large-scale construction outdoors, using foam equipment (castle building). Whole body movements, using the playground space, running, jumping, skipping (hobby horses and knights).</p> <p><b>Fine Motor -</b> A range of mark making tools provided to support range of pencil grasp.</p> <p><b>Being Independent with Care and Health -</b> Confidently making a lunch choice. Redressing after toileting.</p>	<p><b>Gross Motor -</b> Confidently carry out sequences of moves in the outdoor space, such as playground equipment, simple apparatus, etc. Aim, pass or bat a medium-sized ball with a peer. Use a balance bike with accuracy and safety.</p> <p><b>Fine Motor -</b> Form most letters correctly using a quadrupod and tripod pencil hold. Show good posture when sitting to eat or write.</p> <p><b>Being Independent with Care and Health -</b> Be clean and dry throughout the day, selecting aprons and changing wet clothes independently. Talk about safety with road-crossing in the community and practise this on community walks.</p>	<p><b>Gross Motor –</b> Continue to carry out sequences and speeds of moves in the outdoor space, such as playground equipment, simple apparatus, etc. Continue to develop, aim, pass or bat a medium-sized ball with a peer. Refine use of a balance bike with accuracy and safety.</p> <p><b>Fine Motor -</b> Continue to form most letters correctly using a quadrupod and tripod pencil hold. Confidently use good posture when sitting to write. Use a range of tools accurately.</p> <p><b>Being Independent with Care and Health -</b> Continue to choose new food and tases at lunchtime. Be clean and dry throughout the day, selecting aprons and changing wet clothes independently.</p>	<p><b>Gross Motor –</b> Control and balance on a pedal bike. Show fluency and grace when moving in a variety of ways. Show strength and agility. Pass or bat a ball in a range of shape and sizes.</p> <p><b>Fine Motor -</b> Form all letters correctly and efficiently. Use an effective pencil hold such as tripod or dynamic. Show excellent posture for sitting and a table. Use a range of tools competently and for a purpose, including tools for pointilism.</p> <p><b>Being Independent with Care and Health -</b> Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>	<p><b>Gross Motor –</b> Control and balance on a pedal bike. Show fluency and grace when moving in a variety of ways. Show strength and agility. Pass or bat a ball in a range of shape and sizes.</p> <p><b>Fine Motor -</b> Form all letters correctly and efficiently. Use an effective pencil hold such as tripod or dynamic. Show excellent posture for sitting and a table. Use a range of tools competently and for a purpose. <b>Being Independent with Care and Health -</b> Talk about what it means to be healthy in terms of self-care, sleep routines and technology. Enjoy a varied diet.</p>
<b>Personal, Social and Emotional Development</b>	<p>Discussions about what makes me feel happy, safe and secure at school. Talking about likes and dislikes. Making friends and building relationships with staff and children.</p>	<p>Making friends and building relationships with staff and children. Joining in with the play of others to tell a story. Cooperative play as part of a group. Turn taking. Using key characters to talk about feelings and emotions.</p>	<p>Talk confidently about themselves, including where they live and the special places in their community. Notice the different between our special places in the local area. Talk about their own and the feelings of others and give them a label. Be more resilient and persevere when challenged.</p>	<p>Developing confidence and the ability to talk confidently in new situations e.g. exploring chick eggs. Respond appropriately to the needs and wishes of peers during new situations. Developing resilience and perseverance and bouncing back after challenges.</p>	<p>Develop the ability to manage their own needs. Identify and moderate own feelings socially and emotionally. Consider different roles that their peers might want to play. Continue to develop confidence in new situations, such as talking to new adults.</p>	<p>Continue to develop the ability to manage their own needs. Identify and moderate own feelings socially and emotionally. Consider different roles that their peers might want to play. Continue to develop confidence in new situations, such as talking to new adults.</p>

<p><b>Understanding the World</b></p>	<p>Becoming familiar with the new environment, getting to know what is where in the classroom such as, toilets, book corner, outside door etc. Identifying physical differences between ourselves and others, looking at and talking about hair, skin colour, clothing etc. Talking about immediate members of our families, mum, dad, brothers and sisters.</p>	<p>Exploring the changes from Autumn to Winter. Observe and explore natural processes. Explore texts from a range of cultures, including texts from the past and present, story themes and experiences.</p>	<p>Getting to know the local environment and community, including places of worship of special importance to the children and their families. Explore maps and photographs of the school and local area. Know where we live and parts of our address. Talk about the different beliefs of our friends and the adults in school. Share experiences with familiar people across the community, including doctors, dentists, barbers, etc.</p>	<p>Explore the changes as we move into Spring, including growth and change in the natural world. Explore and grow familiar plants that the children can name and describe. Draw and label simple pictures of familiar plants. Learn about how animals have an impact upon the environment, including bees and butterflies.</p>	<p>Explore the world as the wider community, contrasting other countries and places with the UK and Leeds. Identify what is the same or different between these environments, including weather and wild animals. Explore lifecycles of reptiles. Investigate world maps and globes. Investigate artefacts from other countries.</p>	<p>Explore the changes as we move fully into summer, including growth and change in the natural world. Explore the human lifecycle, including how the human form change over time. Look at baby photographs of themselves and those of staff, ordering them chronologically.</p>
<p><b>Expressive Arts and Design</b></p>	<p><b>Build Self portraits</b> Following step by step instructions to draw a simple portrait. Identify the shapes of facial features. Link artist - Guiseppe Archimboldo</p> 	<p><b>Sculpture</b> Use clay to create a character figurine from a favourite story.</p> 	<p><b>Screen Printing</b> Explore the skyline of Leeds from the second floor of school. Create a screen-print using a skyline template. Select colours and carry out the print onto a canvas bag keepsake.</p> 	<p><b>Ink Painting</b> Create inks from natural materials, including petals and leaves. Use leaves and cotton burlap to create prints through a pressing method.</p> 	<p><b>Pointillism</b> Georges Seurat The children will create pointillism pictures of reptiles in the form of link artist Georges Seurat. The children will choose and select colour for artistic effect.</p> 	<p><b>Drawing</b> Step by step self-portraits focussing on detail, using a selfie taken with a mirror. Develop drawing techniques. Use skin colour pencils. Link artist – Frida Kahlo</p> 