

Reception 2017-18

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	All About Me	My Wonderful World	Yum, Yum, Yum	NPAT Project	Up,Up and Away!	Superheroes
Drivers	<p>Life skills - sharing, taking turns, leaving carer, getting dressed, toileting, knives and forks</p> <p>Healthy mind and body - snack, water, lunches, washing hands</p> <p>Possibilities - Visit from school staff and older children, walk around school, walk around local area, visit nurse/midwife</p>	<p>Life skills - differences and similarities, respect</p> <p>Healthy mind and body - self-esteem, creative development, visit from Santa, homework - from other countries and cultures)</p> <p>Possibilities - visit post office,</p>	<p>Life skills - cooking, hygiene, shopping/money</p> <p>Healthy mind and body - healthy eating, taking care of your body</p> <p>Possibilities - visit from baker/farmer, grown our own foods</p>	<p>Life Skills - confidence, being part of a community, communication skills.</p> <p>Healthy mind and body - creative development.</p> <p>Possibilities - whole school project, cross school activities. Drama.</p>	<p>Life skills - independence, asking for help. How can we travel and where can we travel to?</p> <p>Healthy mind and body - keeping active, trying new activities, team ethics, sportsmanship.</p> <p>Possibilities - Visit to Cosford - roles within RAF and air travel. Sports Day. Visit from Sports Person.</p>	<p>Life Skills - Expressing original ideas. Listening and valuing each other's ideas.</p> <p>Healthy mind and body - how to be the best you can be</p> <p>Possibilities - exploring roles within the community (real life superheroes). Visit from Police officer.</p>

Stimuli	Starting School - text Visits from nurse/midwife New baby Visit around local area	My Granny went to Market Light a Lamp Christmas Story Videos of celebrations Birthdays Vicar for Harvest Muslim/Hindu visitor Post Office visit Google Earth Post Office Role play	Gingerbread Man Hungry Caterpillar Lighthouse Keeper's Lunch Mr Bloom's Nursery Food tasting/cooking		Whatever Next The Way Back Home Aliens Love Underpants Star Wars Space video clips Visit - RAF Cosford	Super Sue at Super School Traction Man SuperWorm Super Hero film clips Lazy Town Superhero Party
Literacy	<ul style="list-style-type: none"> • Introduce all phase 2 phonemes and names • Introduce phase 2 tricky words • Name recognition and writing • Syllables in names • Blending and segmenting vc/cv words • Hearing rhymes 	<ul style="list-style-type: none"> • Begin phase 3 phonemes • Introduce phase 3 tricky words • Blending and segmenting cvc words • Puppets and plays • Card writing • Letter writing to santa • Invitations • Lists • Using finger spaces 	<ul style="list-style-type: none"> • Continue phase 3 phonemes and words • Reading/writing cvc words in phrases • Sequencing stories • Retelling stories • Reinforce H/F words • Instructions/recipes • Reading Stage 3 	<ul style="list-style-type: none"> • Continue phase 3 adjacent consonants • H/f words in to sentences • Descriptive writing • Reading/writing simple sentences • Sequencing/retelling narrative • Finding information • Labelling • Introduce use of full stops • Reading Stage 3 	<ul style="list-style-type: none"> • Continue phase 4 • Reading/writing cvcc/ccvc/4 more complex words using phonic knowledge • Lists of items • New vocabulary in role play • Descriptive writing • Space poetry • Reading and spelling h/f words • Messages to space • Reading Stage 4 	<ul style="list-style-type: none"> • Consolidate phase • Letter names • Finger spaces, capital letters and full stops • Invitations etc for party • Story writing - superheroes • Superhero powers/missions • Reading/writing cvc/cvc • Digraphs in polysyllabic words

	<ul style="list-style-type: none"> • Labelling Reading Stage 1 • Kinetic Letters 	<ul style="list-style-type: none"> • Reading Stage 2 -Kinetic Letters 	<ul style="list-style-type: none"> • Kinetic Letters 			<ul style="list-style-type: none"> • H/f word recognition • Reading Stage 4/5
Maths	<ul style="list-style-type: none"> • Uses some number names and number language spontaneously. • Uses some number names accurately in play. • Recites numbers in order to 10. • Recognise some numerals of 	<ul style="list-style-type: none"> • Knows that numbers identify how many objects are in a set. • Beginning to represent numbers using fingers, marks on paper or pictures. • Sometimes matches numeral and quantity correctly. • Compares two groups of objects, 	<ul style="list-style-type: none"> • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Finds the total number of items in two groups by counting all of them. 	<ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. 	<ul style="list-style-type: none"> • Begins to identify own mathematical problems based on own interests and fascinations • Say which number is one more or one less than a given number. • Children use everyday language to talk about time and capacity to compare quantities and objects and to solve problems. • Children use everyday language to talk about money to 	<ul style="list-style-type: none"> • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about distance and capacity to compare

	<p>personal significance.</p> <ul style="list-style-type: none"> • Recognises numerals 1 to 5. • Counts up to three or four objects by saying one number name for each item. • Realises not only objects, but anything can be counted, including steps, claps or jumps. • Shows an interest in shape and space by playing with shapes or making arrangements with objects. • Shows interest in shapes in the environment. 	<p>saying when they have the same number.</p> <ul style="list-style-type: none"> • Shows an interest in number problems. • Shows an interest in representing numbers. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. • Counts an irregular arrangement of up to ten objects. • Shows awareness of similarities of shapes in the environment. • Uses positional language. • Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Uses familiar objects and common shapes to create and 	<ul style="list-style-type: none"> • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • Records, using marks that they can interpret and explain. • Uses shapes appropriately for tasks. • Beginning to talk about the shapes of everyday objects, e.g. '<i>round</i>' and '<i>tall</i>' • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Orders two or three items by length or height. • Orders two items by weight or capacity • Orders and sequences familiar events. • Children use everyday language to talk about size to compare quantities and objects and to solve problems. • Children use everyday language to talk about weight to compare quantities and objects and to solve problems. • Children use everyday language to talk 	<ul style="list-style-type: none"> • Children count reliably with numbers from one to 20. • Place numbers in order. • Uses everyday language related to time. • Beginning to use everyday language related to money. • Measures short periods of time in simple ways. 	<p>compare quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> • They begin to solve problems, including doubling, halving and sharing. • 	<p>quantities and objects and to solve problems.</p> <ul style="list-style-type: none"> • They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
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		recreate patterns and build models.	about capacity to compare quantities and objects and to solve problems.			
Problem Solving	Who is the tallest? Does the tallest person have biggest shoes? Teddies and candles for cakes	Wrapping parcels Weighing parcels and working out simple costs	Sharing out snack/sweets Sorting foods for snack Planning for picnic lunches How can we stop the seagulls eating sandwiches? Favourite foods/data handling		Which rocket balloons fly the furthest? Paper aeroplane balloons - how far do they fly?	Who is quickest? How many jumps/skips can we do in a minute?
UW	<ul style="list-style-type: none"> • Senses • Caring for self and others • Pets/animals • Babies/growing up • Address and local area • Buildings in local area • Family tree • Complete a program 	<ul style="list-style-type: none"> • Divali/eid/Christmas/hannukah • Guy Fawkes • Harvest • Halloween • Countries around the world • World food • Typing first name • Seasons • Animals • Local Area walk 	<ul style="list-style-type: none"> • Grow and record beans/beans/beans • Programmable toys • Draw picture and print • Chinese new year /pancake day • Healthy/unhealthy lunchbox • Where does food come from? 	<ul style="list-style-type: none"> • Changes - environment/science • Seasons • Minibeasts • Typing full name • Delete key • Easter story 	<ul style="list-style-type: none"> • Shadows • Planets • Similarities/differences/preferences - different places • Using a range of programs independently 	<ul style="list-style-type: none"> • People who help us as heroes • Parachutes and toys • Design and make a costume with cape and hat band • Caring for environment • Type full name independently • Cooking each week
Computing						
Switched on						

Computing						
Investigation	Cooking Smoothies- changes in state	Creatures in ice	Sweet/sour	Which are favourite foods? Likes and dislikes?	Rocket Balloons	Which materials make the best parachute/cape?
PSED	<ul style="list-style-type: none"> Leaving carer Belonging Making new friends New experiences Lunchtimes School/classroom rules (Super Sam and Sue) 	<ul style="list-style-type: none"> Sharing and receiving gifts Differences in cultures and beliefs Church visit Understanding similarities and differences 	<ul style="list-style-type: none"> Sharing/taking turns Working as a group Likes and dislikes Independence 	<ul style="list-style-type: none"> Independence Consequences of actions Working with a partner/group 	<ul style="list-style-type: none"> Independence in choosing activities and resources Negotiating in conflict situations Asking for help when needed 	<ul style="list-style-type: none"> Poster of Superheroes Superhero dos and don'ts lists (book) Introduce themselves as superhero to the class Moving to Year 1 (story time)
PD	<ul style="list-style-type: none"> Getting dressed and undressed (PE and coat) Pencil grip Changes in body when exercising Moving to music Independent toileting Hand washing Using a knife and fork 	<ul style="list-style-type: none"> Parachute games Apparatus introduction Threading Throwing/catching Kinetic Letters 	<ul style="list-style-type: none"> Apparatus Ball skills Keeping healthy Pencil grip Kinetic Letters 	<ul style="list-style-type: none"> Dancing to range of music Effects of exercise on body Handwriting - correct formation Kinetic Letters 	<ul style="list-style-type: none"> Space dancing Space dances Sports day practice Athletics - running, throwing, jumping Kinetic Letters 	<ul style="list-style-type: none"> Design games and assault courses to rescue toys Athletics - running/throwing/jumping Fine motor control Superhero dance - hiding/leaping/flying/landing/hanging Playdough characters - stretch arms Kinetic Letters

	<ul style="list-style-type: none"> • Kinetic Letters 					
EAD	<ul style="list-style-type: none"> • Colour recognition • Singing familiar songs • Painting self portraits • Handprints • Imagination in role play home corner 	<ul style="list-style-type: none"> • Large construction • Cards/calendars • Using imagination • Festival songs • Recognising and playing simple instruments • Role play post office 	<ul style="list-style-type: none"> • Printing • Observational drawings • Salt dough/clay • Narrative in role play/drama • Making different sounds with instruments • Role play cafe • Painting from imagination 	<ul style="list-style-type: none"> • Listening to different types of music • Copying patterns and rhythms • Make own instruments • Role play - dressing up 	<ul style="list-style-type: none"> • Role Play space shuttle • Designing aliens • Designing planets/space transportation • Using a range of tools independently • Make space role play clothes and props 	<ul style="list-style-type: none"> • Design a logo • Mask making • Use imagination to paint/draw a baddie • Create superhero name and picture • Superhero song (p37 NE) • Compose own theme tune • Make laser/magic tool • Design own certificates/ID cards • Life size superhero • Enact a rescue - role play • Role play superhero den
Open Session	PSED (Teddy Bears Picnic)	CD	MD	KUW	CLL	PD
Trip/Event	Teddy Bear's Picnic	Post Office visit	Food tasting Baker to visit?	Sywell country park	RAF Cosford	Superhero Party

Big Wow!		DfW Granny's carpet	Food tasting day	Sywell Trip in first week	RAF Cosford Trip in first week	Dress as Super Hero on first day
Global Diversity	Learn about each others cultures and beliefs	Granny went to market - visits to different countries, use web to find out more. Different festivals	Look at a range of different foods from different countries. Where do we get our food from?	Different habitats e.g. magical island in comparison to a real life habitat.	How do we travel in different places?	Superhero costumes for different weathers depending on home country