

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Topic	<b>There's Only One Me!</b>	<b>Let's Celebrate!</b>	<b>Digging for Dinosaurs</b>	<b>Once Upon a Time</b>	<b>Nurturing Nature</b>	<b>Sand, Sea and Sun</b>
	Communication & Language	Children will learn how to listen carefully and why listening is important and to engage in story times. They will listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Children will ask questions to find out more and to clarify their understanding. They will make comments about what they have heard and develop social phrases. Children will be encouraged to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Children will learn to articulate their ideas and thoughts in well-formed sentences and to connect their ideas using a range of connectives. They will explore non-fiction books and participate in discussions in small groups, as a class or one-to one to develop a deep familiarity with new knowledge and vocabulary.	Children will use talk to help work out problems, to organise thinking and explain how things work. They will be encouraged to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Children will be able to describe events in some detail.	Children will listen to and talk about stories to build familiarity and understanding. Children will express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from staff.	Children will have opportunities to retell familiar stories using the story language and adapting using their own ideas. Children will learn to use new vocabulary in different contexts and continue to express their ideas in full sentences using correct tenses and using conjunctions to connect their ideas.
	PSED	Children will be supported to develop respectful relationships, value themselves as an individual and to talk about their own emotions. They will become familiar with daily routines and behaviour expectations.	Adults will support children to work and play cooperatively and take turns with others. They will be encouraged to explain to others how they thought about a problem or an emotion and how to deal with it.	Children will become more confident to try new activities. They will show resilience and perseverance in the face of challenge. Children will manage their own basic hygiene and personal needs independently.	Children will develop an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They will learn strategies for staying calm when frustrated.	Children will manage their own needs independently. They will begin to set and work towards simple goals and be able to explain the reasons for rules. Children will think about ways to look after the environment.	Children will show sensitivity to their own and others' needs. They will give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Physical Development	Children will further develop the skills they need to manage the school day successfully: lining up, queuing, mealtimes, personal hygiene. They will develop their fine motor skills including learn how to hold a pencil correctly.	Children will revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. They will continue to develop their fine motor skills including using scissors.	Children will further develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Children will continue to develop their fine motor skills including managing clothing fastenings, e.g. buttons and zips.	Children will know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', sleep. They will begin to consistently form letters correctly.	Children will move around with confidence and safely negotiate a range of large and small apparatus indoors and outside. They will continue to develop their fine motor skills including cutting along straight and curved lines.	Children will engage in team games and races. They will combine different movements with ease and fluency. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy/Phonics/Texts

Children will learn to identify initial sounds, orally blend and segment, and read sounds speedily. This will make sound-blending easier. Children will listen to stories with attention and recall and sequence familiar stories. Children will learn to join in with rhymes and repeated refrains in known stories. They will learn about the key concepts of print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, and the names of the different parts of a book.

National Read a Book Day – 6<sup>th</sup> Sept  
International School Library Month - October

Phonics: RWI whole class – Set 1 sounds

Texts:  
Rosie's Walk  
Funny Bones  
The Colour Monster  
Jabari Jumps

Poems and rhymes:  
Chop, chop  
Once I caught a fish alive  
Leaves are Falling  
Breezy Weather  
Falling apples  
Heads, shoulders, knees and toes  
I'm a little teapot

Children will learn to blend sounds to read CVC words. They will learn some exception words, such as 'the', and identify which sound is 'tricky'. Children will be taught to identify words that rhyme and have alliteration. Children will retell stories through pictures, actions, story maps and role play and will learn about sequencing stories using the vocabulary beginning, middle and end. They will be encouraged to record their own stories using initial sounds and the sounds that they can hear.

World Nursery Rhyme Week – 15<sup>th</sup>-19<sup>th</sup> Nov

Phonics: RWI differentiated groups – Set 1 sounds

Texts:  
The Nativity  
Rama and Sita  
Stick Man

Poems and rhymes:  
Pointy Hat  
5 little peas  
5 Little Pumpkins  
Incy Wincy Spider  
Baa Baa Black Sheep  
The Grand Old Duke of York  
Five Current Buns  
Hickory Dickory Dock

Children will begin to read a few common exception words. They will begin to read simple captions and sentences made up of words with known letter-sound correspondences. Children will have their own favourite stories and they will be able to ask and answer simple questions about books and stories. Children will be encouraged to create and tell their own stories and supported to record these through pictures, words and labels. They will learn about some of the key features of non-fiction texts.

National Handwriting Day – 23<sup>rd</sup> Jan  
National Storytelling Week – 30<sup>th</sup> Jan – 6<sup>th</sup> Feb

Phonics: RWI differentiated groups – Set 1 special friends

Texts:  
Harry and the Bucketful of Dinosaurs  
Non-fiction texts about dinosaurs  
Tom and the island of dinosaurs  
Lunar New Year

Poems and rhymes:  
Let's put on our mittens  
I can build a snowman  
Carrot nose  
Popcorn  
Hungry Birdies  
It's raining it's pouring  
5 little ducks

Children will be able to identify special friends in words and blend them to read. They will re-read books to build their confidence and fluency. Children will learn about common story structures and themes in traditional tales. They will be able to identify the characters and settings. Children will be able to predict what might happen next when reading new stories. Children will use vocabulary and forms of speech that are increasingly influenced by their experiences of books.

World Book Day – 4<sup>th</sup> March  
World Poetry Day – 21<sup>st</sup> March

Phonics: RWI differentiated groups – Set 1 special friends

Texts:  
The Gingerbread Man  
The Three Little Pigs  
The Easter Story

Poems and rhymes:  
Pancakes  
Furry furry squirrel  
Spring wind  
A little seed  
Mrs Bluebird  
Stepping stones  
Ten fat sausages

Children will continue to build on the number of digraphs that they can recognise and use when word reading. They will continue to develop their accuracy and fluency when reading books that match the sounds they know. Children will begin to distinguish between capital letters and 'lower-case letters and start to use these in their writing. Children will learn and be able to use vocabulary; front cover, back cover, spine, blurb, illustrator, author and title.

Children's Book Week – 3<sup>rd</sup>-9<sup>th</sup> May

Phonics: RWI differentiated groups – Set 2 sounds

Texts:  
The Tiny Seed  
The Hungry Caterpillar  
Wangari's Trees of Peace  
Tree, seasons come, seasons go

Poems and rhymes:  
Pitter patter  
Sliced bread  
A little shell  
I have a little frog  
Thunderstorm  
The fox  
Sleeping bunnies

Children will be able to read simple sentences with fluency and be able to discuss what they have read. They will be able to accurately anticipate key events and respond to stories with relevant comments and questions. They will be able to write simple sentences using known letter-sound correspondences and can spell some exception words correctly. Children will be taught about the differences between non-fiction and fiction texts and children will be able to sort books into categories.

Phonics: RWI differentiated groups – Set 2 sounds

Texts:  
Non-fiction books about sea creatures  
Tiddler  
Where's the starfish?  
Alba the 100 year old fish

Poems and rhymes:  
If I were so very small  
Under a stone  
Five little owls  
Monkey babies  
Dance  
The alley alley o  
Pat a cake

	Maths	<ul style="list-style-type: none"> <li>• Subitising within 3</li> <li>• Cardinality</li> <li>• 1:1 correspondence</li> <li>• Counting sounds and actions</li> <li>• Strategies for counting</li> <li>• Knowing that all numbers can be made of 1s</li> <li>• Comparing sets – more than and fewer than</li> <li>• Positional language</li> <li>• Ordering familiar events</li> </ul>	<ul style="list-style-type: none"> <li>• Subitising within 5</li> <li>• Begin to count beyond 5</li> <li>• Begin to recognise numerals and relating these to quantities</li> <li>• Explore 'wholes' and 'parts'</li> <li>• Explore the composition of numbers within 5</li> <li>• Comparing sets by matching – equal amounts</li> <li>• Shape</li> <li>• Measures</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring patterns within 5 and beyond</li> <li>• Experience patterns which show '1 more'</li> <li>• Developing verbal counting to 20</li> <li>• Order numbers</li> <li>• Explore the composition of 6</li> <li>• Begin to see that numbers within 10 can be composed of '5 and a bit'</li> <li>• Explore ways of making unequal sets equal</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring symmetrical patterns, linking this to doubles</li> <li>• Continue to consolidate understanding of cardinality</li> <li>• Become more familiar with the counting pattern beyond 20</li> <li>• Explore odd and even numbers</li> <li>• Link even numbers to doubles</li> <li>• Comparing numbers using an understanding of its position in the number system</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise structured and unstructured patterns</li> <li>• To identify when it is appropriate to count and when groups can be subitised</li> <li>• Continue to develop verbal counting to 20 and beyond and counting from different starting numbers</li> <li>• Develop confidence and accuracy   verbal and object counting</li> <li>• Explore the composition of 10</li> <li>• Order sets of objects</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidating understanding of concepts previously taught through working in a variety of contexts and with different numbers.</li> <li>• Money</li> <li>• Time</li> </ul>
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	<p>Understanding the World</p>	<p>Children will talk about members of their immediate family and community. They will explore and comment on photos of their family; naming who they can see and of what relation they are to them. They will read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Children will talk about what they do with their family and places they have been with their family. They will draw similarities and make comparisons between other families. They will have opportunities to discuss their own past experiences and begin to have some understanding of the past.</p>	<p>Children will talk about what they have done with their families during Christmas' in the past. They will explore how people celebrated Christmas in the past, looking at old photographs.</p> <p>Children will learn about different celebrations, how they are celebrated and similarities and differences between them. They will explore different places of worship and places of local importance.</p> <p>World maps will be shown to children to talk about where stories are from and children will learn about why maps are so important for post people to deliver post.</p>	<p>Children will explore non-fiction books to learn facts about dinosaurs including their diet and habitats. They will begin to understand that dinosaurs were alive a very long time ago.</p> <p>Children will learn about what a palaeontologist is and how they explore really old artefacts. They will be introduced to Mary Anning as the first female to find a fossil.</p> <p>Children will learn about Lunar New Year and where and how it is celebrated. They will learn about contrasting environments and be able to recognise similarities and differences between life in this country and life in other countries.</p>	<p>Children will be introduced to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Children will listen to stories and be able to place events in chronological order.</p> <p>They will look at different cultures versions of famous fairy tales.</p> <p>Children will learn about stranger danger (based on Jack and the beanstalk). They will discuss different occupations and how to identify strangers that can help them when they are in need.</p>	<p>Children will explore change in living things; changes in season, plants, weather and animals.</p> <p>They will explore the world around them and use their senses to describe and comment on what they can see, hear and feel whilst outside.</p> <p>Children will learn about how to look after their local environment; growing and looking after plants, caring for animals and protecting the environment from rubbish. Children will be introduced to reusing and recycling and how it can take care of our world.</p> <p>Children will learn about what rubbish can do to our environment and animals.</p>	<p>Children will use non-fiction texts to learn about different sea creatures and contrasting environments. They will have opportunities to investigate which materials float and sink and which are magnetic or not.</p> <p>Children will look at old photographs of the seaside and learn about the seaside long ago. They will be able to talk about similarities and differences and show understanding of the past.</p> <p>Children will have opportunities to create and use treasure maps of their environment or settings from familiar stories.</p>
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	Expressive Arts and Design	<p>The children will learn to join in with songs, begin to mix colours, join in with role play games and use resources available for props. Children will complete self-portraits, junk modelling and build models using construction equipment. They will begin to be able to explain what they have made and the processes they have used. The children will explore sounds and how they can be changed and tap out of simple rhythms.</p> <p>Andy Warhol</p>	<p>Children will listen to music and make their own dances in response. They will create firework pictures, Christmas decorations, Christmas cards and Divas using a variety of materials. Children will be encouraged to use story maps, props, puppets &amp; story bags to retell, invent and adapt stories. The children will learn Christmas songs and gain confidence performing in front of an audience.</p> <p>Jackson Pollock</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating dinosaur masks and salt dough fossils. Children will explore making lanterns, Chinese writing, puppet making, Chinese music and composition and shadow puppets to celebrate Lunar New Year. Children will be taught different techniques for joining materials, such as how to use tape and different sorts of glue.</p> <p>Qi Baishi</p>	<p>Children will learn to make patterns using different colours to create Easter and Mother's Day crafts. They will learn to use different textures and materials to make houses they have designed for the Three Little Pigs and bridges for the Three Billy Goats. The children will be provided with a wide range of props to encourage their imaginative play and story telling.</p> <p>David Hockney</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows. Children will create models of life cycles and make homes for minibeasts and animals. Children will use different tools and mediums to create art about flowers, growing and seasons. Children will be encouraged to explore the sounds of different instruments and create their own music and dance.</p> <p>Van Gogh</p>	<p>Children will explore using different colours and pattern to demonstrate mood. They will learn how to use thinner brushes and different painting techniques to create their own pictures of the sea and sea creatures. They will indepdently use tools to complete fish collages and be able to talk about their finished product, saying what they like and dislike about it. They will create sculptures using natural materials.</p> <p>Andy Goldsworthy</p>
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