

Reception 2024-2025	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS curriculum and development of skills such as C&L, PSED, PD are not necessarily linear and learning opportunities provided throughout the year to support children regardless of their developmental position.						
Topic Title	Wonderful Me	A Sky Full of Stars	People Who Help Us	Once Upon a Time...	Scrumptious Summer	Curious Creatures
Ready Steady Write book (more detail below)	The Something	The star Jar	Juniper Jupiter Superhero	Little red	The extraordinary gardener	The storm whale
Focus Books	Elmer Lion inside Perfectly Norman Only one you - Linda Kranz Two places to call home The name Jar Super duper you From head to toe eric carle My daddies - gareth peter Ruby's worry	Kitchen Disco Kipper's Birthday Supertato carnival catastrophe Mog's birthday Binny's Diwali Joy to the world - Christmas around the globe Harvest days kate de palma Dino that pooped Christmas Father Christmas needs a wee The tree that's meant to be Snowball sue Hendra	Topsy and tim meet the police You can't call an elephant in an emergency A superhero like you - doctor ranj Non fiction doctors/nurses Cops and robbers allan alberg Jolly postman I'm the bin lorry driver Mog and the vet When you're fast asleep who works	3 Little pigs Goldilocks and the three bears The gingerbread man Jack and the beanstalk Hansel and Gretel Anansi and golden pot - traditional tales from around the world	Going on a bear hunt We are here What the ladybird heard The tiny seed -eric carl Jasper's beanstalk Oliver's vegetables Non-fiction book Rosie's hat Elmer's weather	Dino that pooped x2 Dear dinosaur Doctorsaurus Harry and bucketful of dinosaurs The hugasaurus

		How to catch a star My pet star				
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>On-going teaching of active listening skills through Read Write inc daily sessions and daily circle times.</li> <li>Teaching new and varied vocabulary through pictures, objects and on-going discussions, repetition and having fun with words.</li> <li>Adults asking who, what, when, where questions. Lots of opportunities for exploring and asking why things happen.</li> <li>Model thinking out loud in RWinc to support problem solving and connecting ideas.</li> <li>Daily stories, rhymes and songs where children are encouraged to join in and retell/ repeat.</li> <li>High quality picture books shared between home and school. Recommended picture books shared daily as well as specific books (fiction and non) to support the teaching of vocabulary and learning for the topic/ theme.</li> <li>Key words taught through weekly focus texts to expand language knowledge</li> <li>Key Makaton signs taught to who class to support communication <ul style="list-style-type: none"> <li>A1 - Good Morning, Toilet, Please, Thank you, food, home</li> <li>A2 - Good Afternoon, Christmas, Father Christmas, key animals.</li> <li>Sp 1 cont - tbc based on needs of children...</li> </ul> </li> </ul>					
<b>Personal, Social and Emotional Development.</b>  On-going modelling and teaching of positive behaviours, resilience and positive relationships.	<b>Settling in</b> School Rules Modelling personal hygiene Hand washing Zones of Regulation Whole school: Protected Characteristics <b>Relationships - Jigsaw</b>  Family life Friendships Breaking friendships Falling out	<b>Celebrating Difference- Jigsaw</b>  Identifying talents Being special Families Where we live Making friends Standing up for yourself  <b>British Values</b>	<b>Changing Me - Jigsaw</b>  Bodies Respecting my body Growing up Growth and change Fun and Fear Celebrations	<b>Healthy Me - Jigsaw</b>  Oral Health focus Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>No outsiders -</b>	<b>Being me in my World - Jigsaw</b>  Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities

	Dealing with bullying Being a good friend					
Physical Development  Letter formation taught daily through RWinc. Mark making opportunities through all areas within CP	<p><b>IPEP- PE Scheme</b> Bean bag skills - invasion Dance through story</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Whole class dough disco and</p>	<p><b>IPEP - PE Scheme</b> Ball skills at the zoo - invasion Gym - Stretching Shapes</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Whole class dough disco and additional</p>	<p><b>IPEP - PE Scheme</b> Bats and balls (net games) Dance - Minibeasts</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Whole class dough disco and additional boosters where needed.</p>	<p><b>IPEP - PE Scheme</b> Turn taking on holidays - strike and field Gym- Balance</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Whole class dough disco and</p>	<p><b>IPEP - PE Scheme</b> Fun with quoits and cones - athletics Dance - the UK - weather</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Dough disco additional boosters where needed.</p> <p>Pen pals at the start of each writing session.</p>	<p><b>IPEP - PE Scheme</b> Fun games with friends</p> <p>Gym - jumping and balancing</p> <p>Opportunities to move in different ways through daily Child initiated activities indoor and outdoor.</p> <p>Funky Fingers table always accessible - Fine motor skills.</p> <p>Correct pencil grip taught daily through RWI and RSW lessons.</p> <p>Gross motor skill activities available daily.</p> <p>Dough disco additional boosters where needed.</p> <p>Pen pals at the start of each writing session.</p>

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<b>Literacy</b>	<p>Daily Teaching of Read Write inc Phonics Scheme. Daily letter formation and learning new sounds. Starting with Set 1 then children grouped at end of Autumn 1.</p> <p>Opportunities for daily mark making within CP and adult directed activities linked to texts and topics. Consistent use of 'Fred Fingers' when segmenting for spelling and 'Fred Talk' when blending to read.</p> <p>Opportunities for mark making in all independent, child led activities and this is encouraged and praised by EYFS staff.</p> <p>Planned opportunities for: Lists, letters, invites, postcards, story maps, labels, cards, maps, designs, recipes, instructions.</p> <p>5 words - Key vocab focus each week for focused book.</p>					
<b>Literacy, Ready Steady Write Scheme</b>	<p>The Something</p> <ol style="list-style-type: none"> <li>1) Losing story sentences</li> <li>2) Animal information sentences</li> </ol>	<p>Star in the Jar</p> <ol style="list-style-type: none"> <li>1) Finding story sentences</li> <li>2) Poster sentences</li> </ol>	<p>Juniper Jupiter</p> <ol style="list-style-type: none"> <li>1) A superhero narrative</li> <li>2) Letter</li> </ol>	<p>Little Red</p> <ol style="list-style-type: none"> <li>1) A traditional tale</li> <li>2) Instructions</li> </ol>	<p>The Extraordinary Gardener</p> <ol style="list-style-type: none"> <li>1) Instructions</li> <li>2) Transformation sentences</li> </ol>	<p>The Storm Whale</p> <ol style="list-style-type: none"> <li>1) Friendship story sentences</li> <li>2) Whale Poem sentences</li> </ol>
<b>Maths</b>  Daily opportunities to explore maths, number and shape throughout	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• Subitising within 3</li> <li>• Counting skills</li> </ul>	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• The 'fiveness of five'</li> <li>• Comparing sets</li> <li>• Part and whole</li> <li>• Composition to 5</li> </ul>	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• Subitising within 5</li> <li>• Counting - one more</li> </ul>	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• Staircase pattern and ordering numbers</li> <li>• Ordering to 8</li> </ul>	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• Counting larger sets</li> <li>• Composition of 10</li> <li>• Subitising to 6</li> </ul>	<p>Daily maths session taught via Mastering Number programme</p> <ul style="list-style-type: none"> <li>• Introduce Rekenrek</li> <li>• Number bonds to 5</li> </ul>

<p>indoor and outdoor independent learning. All areas providing mathematical challenge and staff trained to support this.</p>	<ul style="list-style-type: none"> <li>Comparing groups</li> </ul> <p>This learning then supported via independent learning and adult led activities.</p>	<ul style="list-style-type: none"> <li>Matching numerals to 10</li> </ul> <p>This learning then supported via independent learning and adult led activities.</p>	<ul style="list-style-type: none"> <li>6 and 7 as 5 and a bit</li> <li>Make unequal sets equal</li> </ul> <p>This learning then supported via independent learning and adult led activities.</p>	<ul style="list-style-type: none"> <li>Less than</li> <li>Doubles</li> <li>Odd and even</li> </ul> <p>This learning then supported via independent learning and adult led activities.</p>	<p>This learning then supported via independent learning and adult led activities.</p>	<ul style="list-style-type: none"> <li>Composition of 10</li> <li>Number patterns</li> <li>Counting</li> </ul> <p>This learning then supported via independent learning and adult led activities.</p>
<p><b>Understanding the World</b></p>	<p><b>(Hist) Past and Present - How have I changed since I was a baby?</b></p> <p>Role play  <b>Visit baby clinic/ baby visitor</b>          Bathing dolls          Baby photo's - whole class display.          Peepo text to compare what life was like a long-time ago.          Show toys from when they were babies and toys they play with now.</p>	<p><b>People, Culture and Communities</b></p> <p><b>What special times do we celebrate?</b></p> <p><i>Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><b>Diwali, Bonfire Night</b></p> <p><b>Church visit for xmas?</b></p> <p><b>Christmas - Christmas story</b></p> <p>Craft activities</p>	<p><b>People, Culture and Communities</b></p> <p><b>What jobs do the people around me have?</b></p> <p><b>Who are the people that help us?</b></p> <p><i>talk about the lives of the people around them and their roles in society</i></p> <p><b>RE: Unit B: Who celebrates and how?</b></p>	<p><b>GEOG/Natural world? What is different and what is the same?</b></p> <p><b>RE/People, Culture and Communities</b></p> <p><b>How and why do Christians celebrate Easter?</b></p> <p><b>Science/Natural world</b></p> <p><b>Would the gingerbread man float or sink?</b></p> <p>Opportunities for exploring floating and</p>	<p><b>Science/Natural World</b></p> <p><b>How do caterpillars change?</b></p> <p>Caterpillars in class for children to observe the change into butterflies.          Text to support.  <b>What will come out of the egg?</b></p> <p>Observing chick eggs and the time as they hatch.  <b>What happens to the cress seeds when they are watered?</b>          Making cress heads in class, Easter gift for families.</p>	<p><b>Geog/Natural World</b></p> <p><b>Where Is my school?</b></p> <p>What road is our school on?          What village / is our school in?          Is Telford in England?          How did you travel to school?          What do you see on your way to school?          Do we all see the same things?          Can you tell us what you can see on the map?          Can you spot the buildings in the photograph?</p>

	<p>What am I like now and how have I changed?</p> <p>Growth, sizes, difference in skills / abilities</p> <p><b>(RE) Unit D - Who am I?</b></p> <p>Myself, what am I like? Who am I? myself in my family. Who do we belong to?</p> <p><b>Are all families the same?</b> How can families be different? Develop ideas about themselves and how they are similar to and different from others. Talk about their own sense of belonging and where they fit in</p>	<p>Christmas around the world.</p> <p><i>(Recognise that people have different beliefs and celebrate special times in different ways.)</i></p>	<p><b>Science/Natural World</b> - link to Superhero topic - floating/sinking/magnets</p> <p><b>(Hist) Past and Present-What happened a long time ago?</b></p> <p>Where did dinosaurs come from? What was it like when dinosaurs were on Earth? Explore habitats and natural worlds. Compare between where dinosaurs live and where we live. <b>Who was Mary Anning?</b> What did she find? What did she do? What was her life like?</p>	<p>sinking adult led as well as in CP.</p>	<p>Planting throughout the year in the school garden. -sunflowers?</p> <p><b>RE: 1.UNIT A RE through play: a flexible ideas unit (many religions</b></p> <p><b>Hist/Past and Present:</b></p> <p><b>Who is our Monarch now?</b> <b>Who is the King?</b> <b>Who was our Queen? What has changed?</b> What was her job? What is his Job? How have Kings / Queens changed? What did they used to wear? Where did they live? Plan Royal tea party</p> <p><b>People, cultures and communities:</b></p> <p>Link to We are Here book,</p>	<p>Village walk?</p> <p><b>Can you tell us what you can see on the map?</b></p> <p>Simple maps of routes to school. <b>How is Australia different to England?</b> (Australia day) Is school the same for those children? Link to dinosaurs/animals Observe and compare animals.</p> <p><b>Past and Present</b> <b>Has our school always been here?</b> What was here before?</p> <p><b>Science/Natural World</b></p> <p><b>Magnetic or not?</b></p> <p>Exploration and sorting activity. Children know about similarities and</p>
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	<p><b>Science/The Natural World</b></p> <p>Can you explore our school? . Can you tell us what you can see on a map?</p> <p>Simple maps of school garden</p> <p>What lives and grows in our school garden in autumn?</p> <p>Bugs and plant hunts</p> <p>Observational drawings</p> <p>Planting in school garden.</p> <p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p>	<p><b>Science- natural world</b></p> <p>Closely observe and draw pictures of the natural world including animals and plants.</p> <p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p>	<p><b>(Science/Natural world)</b> How do we make ice melt?</p> <p>Do all materials melt?</p> <p>Links to Hot and cold countries.</p> <p>Where's my shadow? Explore light with torches</p> <p>Shadow play</p> <p>Link to text</p> <p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p>	<p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p>	<p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - map</i></p> <p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p> <p>What lives and grows in our school garden in the summer?</p>	<p>differences in relation to places, objects, materials and living things. – link to whale story</p> <p>What is happening to the leaves on our Oak tree?</p> <p>What season is it?</p> <p>What is the weather like?</p>
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<p><b>Expressive Arts and Design</b></p> <p>On- going regular opportunities for using drawings to tell a story</p> <p>IPADs and Bee bots out in CP</p> <p>Regular Charanga music lessons</p> <p>Regular opportunities to perform songs, rhymes, dance and movement to peers.</p>	<p><b>(Art) Creating with materials</b></p> <p>Self portraits What happens when I mix paint? Can you find the colour to match? Drawings of themselves, family members and plants and animals from the school garden</p> <p><b>DT:</b> using scissors correctly</p> <p>Computing: Barefoot computing - Awesome Autumn - Garlands Galore</p> <p><b>DT:</b></p> <p><b>Cook/ bake from any interests - portrait biscuits?</b></p> <p>Introduce concept of eating 5 a day</p>	<p><b>(Music) Being imaginative and expressive: Charanga unit 1 - ME - learn action song</b></p> <p>Explore instruments and dance as part of Diwali celebration.</p> <p>Listening to music from a range of cultures and counties</p> <p><b>Art: Which colour shall I choose?</b></p> <p>Firework, Diwali paint flicking pictures, straw blowing, Mixing colours</p> <p><b>DT/Art Christmas and Diwali cards</b></p> <p>Create individual designs using a range of materials. Diva lamps</p> <p><b>DT: Make sandwiches for Christmas party</b></p> <p>Computing: Barefoot computing - Boats Ahoy</p>	<p><b>DT/Creating with Materials</b></p> <p>Can you use your ideas to make a superhero gadget? Junk modelling Opportunities to join using a range of techniques.</p> <p><b>Art:</b> making superhero mask, opportunities to use variety of materials - Share their creations, explaining the process they have used</p> <p><b>Can you tell me what you like about it?</b></p> <p>Talk about changes, how thing could be different or better.</p> <p><b>Being imaginative and expressive:</b></p> <p>Opportunities for role play, jobs, people who help us</p> <p><b>DT/Art/CwM</b> - opportunities to use</p>	<p><b>DT/Science</b></p> <p>How many pieces of fruit and veg should you eat a day? (links to PSED - Jigsaw activities)</p> <p><b>Art/DT/CwM</b></p> <p>What would your house look like? Designing and making houses for the 3 pigs - focus on texture Special day cards (mothers and Easter - fathers day next) giving opportunities to join using a range of techniques. - links to celebrations - UW</p> <p><b>Music: Charanga spring 2- Our World</b></p> <p>Can you make your instrument loud?</p> <p>Opportunities to experiment with sound indoors and outdoors.</p>	<p><b>Art - history links</b></p> <p>Can you make a crown? Design and make crowns Experiment with texture and joining techniques. Butterfly painting and symmetry Vegetable printing Drawings of plants and animals from the school garden</p> <p>Growing vegetables - cooking?</p> <p><b>Music: Musical instruments during child initiated activities outside - music wall on pallet - opportunities to sing and move in time with music.</b></p> <p>Computing: Barefoot computing: Springtime</p>	<p><b>Charanga - Summer 1 unit - Big Bear Funk</b></p> <p>Music and songs to celebrate diverse local community</p> <p><b>DT: Children choose what to cook. Veg from school garden?</b></p> <p><b>Art/CwM: design own dinosaur</b> - focus on cutting accurately and drawing skills. Selection of appropriate colours.</p> <p>Sports day prep - creating medals, posters, banners - choice of colours and techniques</p> <p>Computing: Barefoot computing Summer Fun</p>
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			material to create uniforms/costumes for jobs.  Computing: Barefoot Computing - people who help us	<b>DT: Bake gingerbread people</b>  Computing: Barefoot Computing: Busy Bodies		
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