Reception Medium Term Planning

	Autumn 1- All about me										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
Parental											
Engagement											
Text	SSERVIN SERV WINNES TO	S 8825		Goldilocks and the		120 20 10-10	90 00				
Other stories				e, Once there were							
to read	tea, Harry and	the bucketful of		gets in first, Blue F		orry, Giraffes can'	t dance, Elmer big				
during the			роок,	Elmer and the strai	nger big book						
topic Phonics and		Dh a	so 1 phonics all	itoration blanding	and coamonting a	ectivities					
sight words	Literacy 3&4 year	Phase 1 phonics- alliteration, blending and segmenting activities. Literacy 3&4 year olds									
Signe Worlds	Discolate Journal Shared Street	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother									
Literacy	Shared reading										
Reading and	Literacy 3&4 year			41 14	nee						
writing				meaning - print can hav book - page sequencing	e different purposes -	we read English text f	rom left to right and				
				spot and suggest rhym	es - count or clap sylla	bles in a word - recogn	nise words with the				
		such as money and ed conversations abo		new vocabulary.							
	Literacy 3&4 Year	g- 1x week Share olds	ea writing- 3x we	зек							
		l of their name. • Wr	ite some letters accu	urately.							
	Literacy - Children		Control No.								
	PD- 3&4 Year olds	and capital letters co	orrectly.								
	ACTORISM CONTRACTOR CO		ntrol when holding p	ens and pencils • Show	a preference for a don	ninant hand.					
	PD- Children in red	and a second second									
	Reading carous		iting style which is fa	ast, accurate and efficie	nt.						
Handwriting				See timeline	1						
Hallawitting	Fine motor a	activities- weekly	activities from 1	the early handwriti		riting document. I	Plavdough disco.				
				, lodelling correct pe			,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,				
	Literacy 3&4 Year olds										
	Write some lette Identify										
	•Form lower-case	and capital letters co	orrectly								
	PD- 3&4 Year olds										
	Use a comfortable PD- Children in rec	CONTRACTOR OF THE PROPERTY OF	trol when holding p	ens and pencils • Show	a preference for a dor	ninant hand.					
			iting style which is fa	ast, accurate and efficie	nt.						
Storytelling	Hear it, map	Retelling	<u>Characters</u>	Setting	Plot matrix	Writing the	A shopping list				
3x week	it, step it	As a class	Adult to	Adult to model	As a class	new story	What to buy at				
	<u>Hear it</u> -	chorally tell	model	describing the	change the	Using the plot	the market for				
	read/recite	the story	describing	setting of the	characters,	matrix or the	our cooking				
	the story to	using the	the	story, pupils to	the setting	updated story	session				
	the children.	class story	characters of	help come up	and events.	map, model	Phone on Landin				
	Use actions	map. Children to	the story, pupils to	with descriptive words.	The children can discuss	writing the	Literacy books: Children to draw				
	to help them remember	practice	help come	words.	what they	start, middle and end of the	the object, have				
	key	retelling the	up with	Literacy books:	want to have	story. Model	a go at the initial				
	words/events	story to their	words to	Drawing the	in the story	using capital	sound (copied)				
	Map it- The	talk partners	describe	setting and	with their talk	letters, finger	adult to write				
	adult models		how they	describing,	partner. Take	spaces, full	the rest of the				
	making a	Literacy	look/feel/act	adult to scribe	suggestions	stops and	word.				
	class story	books: Pupils	etc.		using lolly	what to do					
	map,	to tell the		Examples of	sticks and	when you run	Shopping list to				
	encouraging	story adults	Literacy	descriptions to	then have a	out of space	go up in the				
	the pupils to	to scribe	books:	go up in the	class vote to	at the end of a	writing area				
	help think of	CER MARCHES	Drawing the	writing area	decide on the	line. Also					
	the main	C&L- 3&4 Year	characters	C&L- Children in	new	model how to					
		ninc		L CV. Children in	characters etc.	sound out a	I				
	events.	oldsEnjoy listening	and	CONTRACTOR DESCRIPTION OF THE PROPERTY OF THE	Cilaracters etc.	5660 800					
	events. Step it-	 Enjoy listening to longer stories 	describing,	Reception • Listen to and talk		word and					
	events.	 Enjoy listening 	Open Vi	Reception	Literacy	5660 800					

	children using the class map to step the story. As you step you only say one word or phrase for each event. Literacy books: Independent story map Class story map in the writing area for pupils to see C&L-3&4 Year olds • Enjoy listening to longer stories and can remember much of what happens. C&L-Children in Reception • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	of what happens. C&L- Children in Reception • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Examples of descriptions to go up in the writing area C&L - Children in Reception • Listen to and talk about stories to build familiarity and understanding.	build familiarity and understanding. Literacy- 3&4 Year olds *Engage in extended conversations about stories, learning new vocabulary.	books: Drawing a new character/setti ng Plot matrix to go up in the writing area	and what to do when we want to write a sight word. Literacy books: Updated story map with new characters and setting New story example to go up in the writing area	
	and some in their own words						
	and some in			White Rose			
	and some in		A visit to t	White Rose he market to buy fo	ood to cook with		
Maths Visits/visitors	and some in	Home				The 3 bears cotta	ge
Maths	and some in	Home	A visit to t			The 3 bears cotta	ge
Maths Visits/visitors	and some in	Home				The 3 bears cotta	ge
Maths Visits/visitors	and some in	Номе				The 3 hears cotta	ge ge
Maths	and some in		A visit to t		ood to cook with		
Maths	and some in						
	and some in			14/L:4- D			
	and some in						
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	understanding.					1	I
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17	times. • Listen to	I				1	
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	 Engage in storv 	I				1	l
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	 Enjoy listening 						
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	C&L- 3&4 Year						
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	for pupils to						I
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	writing area						I
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	map in the						I
	The state of the s					writing area	
4	Class story	their own words					
						up in the	
	Story map					Control of the Contro	
	story man	exact repetition	understanding.				
	Independent	the text; some as	familiarity and			New story	
	and the same of th						
	books:	The second secon	CONTRACTOR OF THE PROPERTY OF				
	Literacy		2.0 Day 100 Day			and setting	
						characters	
1	each event.	LANCOR PROPERTY AND ADDRESS OF THE PARTY OF	Kutteralist von and bounderson		Willing area	the state of the s	
	1050	0	C&L - Children		10 -1 2	(6)	
3	or phrase for	understanding.			go up in the	Updated story	
		familiarity and	area	learning new	The processor of the control of the		
		to build		about stories,	61	The state of the s	
	16210	talk about stories	The state of the s	conversations		Literacy	
of the state of th	story. As you	 Listen to and 	to go up in	2000 CONTRACTOR CONTRA	ng		
1	step the				character/setti	a sight word.	
	989			and the same of th	A CONTRACTOR OF THE PROPERTY O		
			Evenneles of	Literacy- 3&4 Year	ANTENNA DE LA CONTRA DEL CONTRA DE LA CONTRA DEL CONTRA DE LA CONTRA DELA CONTRA DE LA CONTRA DE LA CONTRA DE LA CONTRA DE LA CONTRA DE	Paradyleta Service Praktises of New Yorkship	
	using the			10 To	Drawing a	do when we	
	children		scribe		books:	and what to	

		Monday	Tuesday	Wednesday	Thursday	Friday
	PSED- learning	Our class contract	Our rules- teddy	Our rules-	Our rules-	Music/P4C/ICT
	<u>routines</u>	and routine	bear sitting	walking around	Scorch and	
		Introduce the 3	Recap the class	the school	<u>Rainbow</u>	P4C learning
W/C	PSED- Self Regulation-	school rules and have	rules and what	Recap the class	Recap the class	intentions:
1	Children in Reception	a class discussion	they mean.	rules and what	rules and what	PSED-Children in
	* Identify and moderate their own	about what they		they mean.	they mean.	*Build constructive
	feelings socially and	mean for us in	Discuss teddy	SECOND SECTION .	CONTRACTOR OF THE PROPERTY OF	and respectful
	emotionally.	Reception.	bear sitting on	Discuss lining	Introduce	relationships.
			the carpet.	up. Talk about	Rainbow and	*Express their feelings
	PSED-Managing Self- 3&4 year olds	Be safe	Introduce talking	when we are	discuss Rainbow	and consider the
	*Increasingly follow	Be respectful	partners and lolly	walking around	learner of the	feelings of others
	rules, understanding	Be committed	sticks- talk about	the school, we	week. The	Literacy- Children in
	why they are		no shouting out	have our lips	Rainbow learner	Reception
	important.	Discussing what	or hands up when	closed and there	of the week	*Articulate their ideas and thoughts in well-
	*Do not always need an adult to remind	happens throughout	sitting on the	is no talking. We	must follow the	formed sentences.
	them of a rule.	the day and creating a	carpet.	stand 1 behind	school rules and	*Ask questions to find
	*Develop appropriate	timeline using visuals-	100.00	the other, hands	be trying hard in	out more and to check
	ways of being	to be referred to	Refer back to the	by our sides and	all that they do.	they understand what
	assertive.	throughout the day.	visual timetable	facing forwards.		has been said to
	PSED-Building	anoughout the day.	and make sure	lucing for wards.	Refer back to	them.
	Relationships-		children	Refer back to	the visual	*Use talk to help work out problems and
	Reception		understand what	the visual	timetable and	organise thinking and
	*Build constructive			timetable and	make sure	activities explain how
	and respectful relationships.		it means.	make sure	children	things work and why
	*Express their feelings			INCOMPRESENTATION OF THE PROPERTY OF THE PROPE	understand	they might happen.
	and consider the			children		Music learning
	feelings of others.			understand	what it means.	intentions:
	*Think about the			what it means.		EAD-Being
	perspective of others.					Imaginative and
	CL-Listening,					Expressive- Reception
	Attention &					* Listen attentively, move to and talk
	understanding-					about music,
	* Understand how to					expressing their
	listen carefully and					feelings and
	why listening is so					responses. *Watch and talk
	important.					about dance and
						performance art,
						expressing their
						feelings and
						responses.
						*Sing in a group or on their own, increasingly
						matching the pitch
						and following the
						melody.
						*Explore and engage in music making and
						dance, performing
						solo or in groups.
						125
	Vocabulary and	Class contract, school ru	ıles, teddy bear sittin	g, listening, quiet, s	ensible, careful, res	pectful, kind,
	Questions:	caring, share, Rainbow,	learner of the week,	proud.		
	UTW-Geography -	Introduction of a map	What can we	What can we	Drawing a	Music/P4C/ICT
	Our Community	and finding our	remember about	find out about	picture of	
		community:	the map? Talking	<u>different</u>	where I am	
W/C	UTW- The Natural	What are the	about our	countries?	from:	
2	World- Reception	different parts?	community:	Recap parts of a	Recap parts of a	
	*Draw information	(Water and land) Do	Recap parts of a	map, water/	map, water/	
	from a simple map. *Recognise some	we know any of the	map, water/land,	land, where we	land, where we	
	similarities and	countries? Do we	where we are,	are, any	are, any	
	differences between	know where we are	any countries.	countries.	countries.	
į	life in this country and	on the map? Where is	arry countries.	countiles.	countiles.	
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Libertor KSI Geography Liao ward globs to dendry the United Kingdom. Trip into the market and surrounding areas? **Look at the market go to the ideas store What is in the community e.g. what key go to the ideas store What is in the community e.g. the market, go to the ideas store What is in the community e.g. the market, go to the ideas store What is in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store What is in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community e.g. the market, go to the ideas store in the community in the comm		Ť	V 82	L	T =	f ag	
degraphy, use world mop, a lareas and gloose to best by the United Kragdom. Trip into the market and surrounding alreas? "Look at the market with the doin the community e.g., shop at the park "Soft to the ideas store etc." "Soft to the ideas store etc." "Got to the ideas store etc." "What is in the community e.g., shop at the ideas store, the ideas store, the ideas store etc." What is in the community e.g., shop at the ideas store, the ideas store etc. What is in the community e.g., shop at the ideas store, the ideas store etc. What is in the community e.g., the market, the ideas store, the ideas store etc." What is in the community e.g., the countries was possible to the ideas store etc." What is in the community e.g., the countries was possible to the ideas store etc. What is in the community e.g., the market, the ideas store, the ideas store etc." What is in the community? Do people there speak the same language?! Is the weather the same? A language? Is the weather the same? A language is the weather the same? A language is spoken there? "What is it like there?" Who that is it like there? "Who take it like about the above even similar? Does anyone point on the map? Can anyone point of the comminity of the market, got to the ideas of the comminity of the comminity of the commini		Linked to KS1	our community?	As a class talk	Finding out if	Can some of the	
are in morn (Our community). Can anyone point out where we are from on the map? Trip into the market and surrounding areas? *look at the market with the community e.g. what they do was previously). As a diass finding the about the market, and the community e.g. what they do was previously). As a diass finding the about the community e.g. what they do was previously). As a dias finding the community e.g. what they do was previously). As a diass finding the about the community e.g. what they do was previously). As a diass finding the about the community e.g. what they do was previously). As a diass finding the about the market, and the community e.g. what they do was previously. As a diass finding the about the community e.g. what they are from? What is in the community e.g. what we community e.g. the market, the community e.g. the community e.g. the market, the community e.g. the community e.g. the community e.g. the community e.g. the market, the community e.g. th				control of a security of the second of the s	96731 0. 0. • [4] 1897 CAN SECTION 10. 1		
United Kingdom. Trip into the market and surrounding areas? **Look at the market. **Wish the train station **Visit Bartlett Park **Go to the ideas* Store **What is in the community e.g. what they do in the warket, the ideas store etc. **Go to the ideas* Store **What is in the community e.g. the market, the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the market, the ideas store, p.D.R station, places of worship etc. **What is in the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the market, the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the market, the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the market, the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the worship etc. **What is in the emarket, the ideas store, p.D.R station, places of worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the worship etc. **What is in the community e.g. the worship etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store, p.D.R station, places of worship etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket, the ideas store etc. **What is in the emarket etc. **What is in the emarket etc. **What is i				· · · · · · · · · · · · · · · · · · ·			
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Trip into the market and surrounding a reas? **Took at the market end station are station are station are station as the market end station are station e.g. shop at the market, the ideas store etc. **Go to the ideas store of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station, places of worship etc. **What is in the community e.g. the market, the ideas store, DIR station efforts where we live/our community? **What lampace?** It is the wather the same? Research on google and the to lampace is the weather the same? ** **What lampace?** It is the there exame? ** **What lampace?** It is the there?** (Weather, countries the same? ** **What lampace is the weather, country side excit. **What will be interested in the countries were inverted in the countries were the place in the same? ** **What lampace is the weather, countries, coatinents, oceans, seas, land, water, mountains, heritage, lock and what will happen to u		United Kingdom.		20 77AS		(0)	
wrounding areas? *took at the market with the train station *Visit Bartlett Park *Go to the ideas store *Go to the ideas store *What is in the community e.g. what they do in the community e.g. what is in the community? Batalion, places of worship etc. *What is in the community? Do be they look like where we live/our community? Do people there speak the same language? Is the weather the same? Research on google and use google earth to have a look. *Vocabulary and Questions: *W/C **Jordan Androws show the place of the baby pictures the children have brought from home can we guess a family attailations to the about the community? Do people there speak the same? Research on google and use google earth to have a look. *Vocabulary and Questions: **UVC** **UVC** **Jordan Androws or we will don't all the community? One of our friends are to debut? What don't be community? What landmarks or see in the community? One people there speak the same language? Is the weather the same? Research on google earth to have a look. **Vocabulary and Questions: **UVC** **UVC** **UVC** **UVC** **Jordan Androws or we will dout about the community? One of our friends are to debut? What language is spoken there? **What is file? What does it looked the baby pictures the children have brought from how they were well and the properties of the properti		Trip into the		POST TOTAL PARTY BANK TOTAL PARTY TOTAL PA	20174500000000000000000000000000000000000	Control Contro	
surrounding areas? **Look at the market market park the park station stations in the past. **Vocabulary and Questions:** Vocabulary and Questions: Vocabulary				from on the map?	20	18	
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		have changed- are our faces different? How has our hair changed? Did we have any teeth? Could we talk? Could we go to the toilet? etc	little girl in the story changed. Have any of those changes happened to us? Teacher to model making a timeline of what happened to the little girl as she grew up.	things not change? e.g. getting taller, teeth falling out etc. What sorts of things will happen to us? Go to year 1, learn to read and write etc.	walking- talking- toilet trained- going to school etc. Adults to scribe as the children talk about how they have changed since being a baby and how they will change as they get older. Children to have	
					a go at making their own timeline for their books.	
	Vocabulary and Questions:	Growth, older, change,	l different, baby, todd	l ler, child, taller, bigg		, talk, speak
	EAD - Self- portraits	Introduction of self- portraits Show the children	Skin colour Talk to the children about	Hair colour Talk to the children about	Facial features Have a class discussion about	Music/P4C/ICT
W/C 4	PSED- Self-Regulation- Reception *See themselves as a valuable individual.	some self-portraits by famous artists. Explain what a self-portrait is.	the colour of your skinis it white? Is it black? Etc. Talk about what	the colour of your hair. What colour would you say it was?	what now needs to be added to the self-portrait. E.g. eyes, nose,	
	EAD-Creating with Materials- Reception *Explore, use and refine a variety of artistic effects to express their ideas and feelings. *Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Explain that we will be doing our own self-portraits. Model looking at the shape of your face and drawing it. Do we all have a circle face? Do any of us have the	colour paint you would use if you were painting your skin on a picture. Would you mix 2 colours together? Do we all have the same skin	Model to the children mixing colours together until you are happy you have the correct colour. Do we all have the same hair	mouth, ears, eyebrows, eyelashes etc. Model to the children how you would add the different features of your face.	
	Vocabulary and	same shape face? Face, eyes, nose, mouth	colour? Can the children talk about the colour of their skin and how they are different o their friends?	colour? Can the children talk about the colour of their hair and how they are different o their friends?	As the children finish their portraits scribe what they say. Can they tell you about what they look like? Can they talk about similarities/diffe rences between themselves and their friends? Portraits, quotes and photos to go in books.	lifferent, individual
	Questions:	see				~~***

Senses W/C 5 W/C 5 W/W-The Natural words-Sak var olds responsible for them using the 'our senses' PowerPoint. Linked to KSI Science Identify, name, draw and label the back parts of the bury sense of the body part do we use to listen? A listening walk-what sense do we need to use for this? What body part do we use to listen? A listening walk-what sense do we need to use for this? What body part do we use to listen? Brictures taken and quotes collected for books. Fictures taken and quotes collected for books. Fire, gas, rotting food etr. brigging bave a smell? show the same but smell different e.g. water and winegar. Sour: lime/lemon Sweet: Marshmallows/ chocolate chips Spicy: salsa/ hot sauce Bitter: dark chocolate/ por by smelling, horseradish/ mustard Wocabulary and Questions: Vocabulary and Questions: Vocabulary and Questions: Senses Linked to KSI Science; listen to down and ward with the ward with the same but smell different e.g. water and winegar. Spicy: salsa/ hot sauce Bitter: dark chocolate/ por by smelling, horseradish/ mustard Wocabulary and Questions: Vocabulary and Questions: Vocabulary and Questions: Linked to KSI Science; listen to for a uniform of the body same should be a company to the same but smell different e.g. water and winegar. Spicy: salsa/ hot sauce Bitter: dark choild a choild a choild a choild and must smell different e.g. water and winegar. Spicy: salsa/ hot sauce Bitter: dark choild a choild a choild and must smell different e.g. water and winegar. Spicy: salsa/ hot sauce Bitter: Use the Salty, sour, sweet, sour smell help us? Fire, gas, rotting obee ever thing obee ever thing obee to the same level to use to		UTW- STEM-	What are my senses?	Taste	Smell	Touch	Music/P4C/ICT
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Kerri to start 'Which way now?' project- 1 hour per week rotating children.

Resources for Autumn 1- (Children to bring in baby pictures)

Resources to find/order before the topic starts- sandpaper, bubble wrap, rubber gloves, 'fur', food for smelling and tasting activity

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Danastal	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Parental										
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	1100 AN AN AN AN AN AN		onfidence in word re	ading, their fluency a	and their understanding a	nd enjoyment.				
	Guided writing	- 1x week in Reception - Writin	g							
		Form lower-case and capital letters correctly.								
	(C) (S)	hared writing- 3x week								
		Adults will model iteracy – Children in Reception -Writing								
		Spell words by identifying the sounds and then writing the sound with letter/s.								
	*Write short sentences with words with known letter—sound correspondences using a capital letter and full stop. Comprehension *Re-read what they have written to check that it makes sense.									
	to decrease a service of the section of the section of	y have written to chec	k that it makes sens	p.						
	to decrease a service of the section of the section of	A CONTRACTOR OF THE CONTRACTOR	k that it makes sense	e.						
Handwriting	*Re-read what the	A CONTRACTOR OF THE CONTRACTOR	k that it makes sens	See timeline	1					
Handwriting	*Re-read what the Reading carous	sel- 5x week		See timeline	correct letter format	ion, Focusin	g on- writing on tl			
Handwriting	*Re-read what the Reading carous Practicing lette	sel- 5x week er handwriting in ք line, c	groups of 6, Adu orrect letter for	See timeline It modelling the	correct letter format the initial sound of v		g on- writing on tl			
Handwriting	*Re-read what the Reading carous Practicing lette Literacy – Children	sel- 5x week er handwriting in g line, c in Reception- Writing	groups of 6, Adu orrect letter form	See timeline It modelling the			g on- writing on tl			
Handwriting	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case :	er handwriting in g line, c in Reception- Writing and capital letters corr	groups of 6, Adu orrect letter form grectly.	See timeline It modelling the			g on- writing on tl			
Handwriting	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case a PD - Children in Re	sel- 5x week er handwriting in g line, c in Reception- Writing	groups of 6, Adu orrect letter form grectly. skills	See timeline It modelling the mation, knowing	the initial sound of v		g on- writing on tl			
Handwriting Storytelling	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case a PD - Children in Re	er handwriting in g line, c in Reception- Writing and capital letters corr ception - Fine motor id dations of a handwriti	groups of 6, Adu orrect letter form grectly. skills	See timeline It modelling the mation, knowing	the initial sound of v	words	g on- writing on the			
_	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case a PD - Children in Re *Develop the found	er handwriting in g line, c in Reception- Writing and capital letters corr ception - Fine motor id dations of a handwriti	groups of 6, Adu orrect letter form grectly. skills ng style which is fast	See timeline It modelling the mation, knowing , accurate and efficience Plot Matrix	the initial sound of vent.	vords <u>Pry</u> Hear it, x or <u>Hear it</u>	map it, step it read/recite the			
Storytelling	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case a PD - Children in Re *Develop the found Hear it, map it, step it Hear it-	er handwriting in g line, c in Reception- Writing and capital letters corr eception - Fine motors dations of a handwriti Retelling As a class chorally tell the	groups of 6, Adu orrect letter form grectly. skills ng style which is fast Describing Adult to model describing the	See timeline It modelling the mation, knowing , accurate and efficience Plot Matrix	the initial sound of vent. Writing the new sto	words Hear it, x or Hear it, ap, story to	map it, step it read/recite the the children. Use			
Storytelling	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case app - Children in Re *Develop the found Hear it, map it, step it Hear it- read/recite the	er handwriting in a line, comments of the line of the	groups of 6, Adu orrect letter form rectly. skills ng style which is fast Describing Adult to model describing the characters and	See timeline It modelling the mation, knowing accurate and efficient Plot Matrix As a class change the characters, the	ent. Writing the new sto Using the plot matri the updated story m	words Hear it, A or Hear it, art, story to	map it, step it read/recite the the children. Use to help them			
Storytelling	*Re-read what the Reading carous Practicing lette Literacy – Children *Form lower-case a *Develop the found Hear it, map it, step it Hear it- read/recite the story to the	er handwriting in a line, comments of a handwriting and capital letters corrected at lines of a handwriting and capital letters corrected at lines of a handwriting and capital letters corrected at lines of a handwriting and capital lines of a handwriting and capital lines of a handwriting and capital lines of a class chorally tell the story using the class story map.	groups of 6, Adu orrect letter form stills ng style which is fast Describing Adult to model describing the characters and setting of the	See timeline It modelling the mation, knowing accurate and efficient Plot Matrix As a class change the characters, the setting and	ent. Writing the new sto Using the plot matri the updated story m model writing the st middle and end of t	words Hear it, x or Hear it, art, actions ne rememi	map it, step it read/recite the the children. Use to help them ber key			
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		Monday	Tuesday	Wednesday	Thursday	Friday
	UTW - RE -	Introducing Diwali	The story of	Making rangoli	Diva lamps	Music/P4C/ICT
	Diwali	Use Let's	Rama and Sita	patterns	Adult to show	
		celebrate on		Rangoli patterns	class what a diva	
W/C 1	UTW-People, culture	CBeebies.	What can the	are used to	lamp looks like	
ErcsNo. = 0+1(c) (Ercs) ×10	and communities-	SAVER - BICALLASHINGTH CELLERIA ACCUSESSES	children	welcome Lakshmi,	and to model	
	Reception:	Does Diwali seem	remember	rangoli patterns	making one.	
	*Understand that	similar to anything	about Diwali	also show the	9209	
	some places are special to members	we celebrate?	from the	happiness,	Children make	
	of their community.	(Christmas/Eid,	previous day?	positivity and	their own Diva	
	*Recognise that	etc?)		liveliness of a	lamps from clay-	
	people have		Telling the story	household.	adults to take	
	different beliefs and	Discussing the	to the class and	Wallet W. W. W. W. M.	picture and	
	celebrate special times in different	temple- do we go	having a class	Show the children	collect quotes.	
	ways.	anywhere similar?	discussion about	examples of		
		(Church/Mosque?)	it.	Rangoli patterns	EAD-Creating with materials- Reception:	
	Can we organise	3000		and model making	*Explore, use and	
	a trip to a	Discussing who a		one.	refine a variety of	
	temple?	pujari is- do we		wro a	artistic effects to	
	temple.	know of anyone		Children make	express their ideas and feeling.	
		similar?		their own Rangoli	and reening.	
		(Imam/vicar/priest		patterns.	Pictures of the	
		?)		EAD-Creating with	making process	
		',		materials- Reception:	and quotes for	With parame
		Collecting quotes		*Explore, use and	books	With parents Sparklers with
		about what the		refine a variety of	STEEL ST	parents/lighting
				artistic effects to express their ideas and		diva lamps- after
		children celebrate		feeling.		school?
		and how they				SCHOOL:
		celebrate.		Pictures of the		
				making process		
				and quotes for		
	T 1000 No. 40 THE TOTAL	T 19900 0000 02 02 00 10 10000000 00		books	Total San Health Ho	
	Vocabulary and	2007007 0107001	i? Why do/don't I ce	elebrate Diwali? Who	does celebrate	
	Questions:	Diwali?	on Marine areas and the marine	f .: 1 11 .	. 1. 1.	
				ear, festival, celebrat		
		rangoli patterns	fireworks, Sita, Kan	ma, Ravana, Lakshmi,	mennai, girts,	
	UTW- History -	Why do we	When did guy	What do some		Music/P4C/ICT
	Bonfire Night	celebrate Bonfire	Fawkes live?	people do to		IVIUSIC/F4C/ICI
W/C 2	<u>Domine Night</u>	Night?	TOWKES HVC.	celebrate bonfire		
,	UTW-Past and	Night:	What can the	and the second		
	present- Reception:	I an union a than at a uni	children	night?		
	*Compare and	Learning the story of Guy Fawkes.	remember	Adults to model		
	contrast characters	or duy rawkes.	about the story	making firework		
	from stories, including figures		of Guy Fawkes?	pictures.		
	from the past.			pictures.		
	The state of the s		(1605) Was life	Children to have a		
	Linked to KS1		then the same	go at firework		
	History:		as life now?	picture		
	*Children should			individually-		
	be taught events		What did people	pictures, photos		
	beyond living		wear?	and quotes to go		
	memory that are		How did people	in books.		
	significant		get around?			
			Where did they	EAD-Creating with		
	nationally or		buy their food?	materials- Reception: *Explore, use and		
	globally.		Did they have	refine a variety of		
			electricity? Did London look	artistic effects to		
			Dia foliation look			

			the same?	express their ideas and		
	Vocabulary and	Guy Fawkes, gunpoy	<u>l</u> wder plot, secret, Kii	feeling. ng James, houses of p	l arliament, blow	
	Questions:	up, explosion, firewo	12 00 00			
	UTW -	An Autumn walk	The weather in	What happens to	An Autumn	Music/P4C/ICT
	Geography -	What can we see?	Autumn	animals in	picture	
	Autumn	What can we	Thinking back to	Autumn?	Adults to model	
W/C3	 	hear? What can	yesterday, what	Read bear snores	making an	
9000	UTW- The Natural	we feel?	was the weather	on or similar	autumn picture.	
	World- Reception: *Explore the natural		like? Can they	story.	*Colour mixing	
	world around them.	Discuss what has	describe it?	55	(Autumn	
	*Describe what they	happened/is	What kind of	Discuss animals	colours?)	
	see, hear and feel	happening to our	clothes do we	starting to	*Conker painting	
	whilst outside. *Understand the	environment	have to wear in	hibernate at this	*Leaf rubbing	
	effect of changing	during Autumn.	Autumn?	time of year.	*Stamping	
	seasons on the	96 800.0 BO	1500 & 040 60	accounts introduced to	autumn trees	
	natural world around them.	Do all the trees	Sorting clothes	Who hibernates?		
	triem.	lose their leaves-	in to clothes we	Why do they	Children to then	
	Linked to KS1	discuss evergreen	would wear in	hibernate? When	have a go	
	Science:	trees and	Autumn and	do they stop	individually.	
	*Observe changes	deciduous trees.	clothes we	hibernating? Etc.		
	across the four seasons	T 1 1 1	would not and		Pictures, photos	
	*Observe and	Take pictures so	justifying our		of the process	
	describe weather	that we can	choices.		and quotes to go in book	
	associated with the seasons.	compare with future seasonal			IN DOOK	
	* Identify and name	walks.			EAD-Creating with	
	a variety of common	Walks.			materials- Reception:	
	wild and garden plants, <mark>including</mark>	Take pictures and			Explore, use and	
	deciduous and	quotes for books.			refine a variety of artistic effects to	
	evergreen trees.	quotes for books.			express their ideas	
	Linked to KS1				and feeling.	
	Geography: Identify seasonal and					
	daily weather					
	patterns in the					
-	United Kingdom. Vocabulary and	Autumn season ch	l ango windy rain da	I arker, trees, evergree	l dosiduous	
	Questions:			vn, yellow, conker, ac		
	Questions.		(f. 15) 10012 172 10019	oves, hats, scarves, we	The state of the s	
		umbrellas	mbernate, coats, gie	, riats, scarves, we	imigron boots,	
	UTW - Recycling	What is recycling?	What can	How to compost	How can we	Music/P4C/ICT
		Have a class	happen to	Discuss what	recycle at school?	
	UTW-The Natural	discussion about	<u>rubbish if we</u>	happen to the	Introduce	
W/C 4	world- 3&4 year olds:	recycling and what	don't recycle it?	fruit that we	recycling bins and	
	*Begin to	children already	Watch a whale's	throw in the bin?	monitors to take	
	understand the need	know.	tale-	Could we do	it away to the big	
	to respect and care for the natural		https://www.yo	anything else	recycling bins.	
	environment and all	Do they do any	utube.com/watc	useful with it all?	2-106	
	living things.	recycling at home?	h?v=xFPoIU5iiYQ		Can we use some	
		Do they know of	77	Jo to discuss his	recycling to make	
		anything that is	How does this	compost bins- go	something new? -	
		made from	video make you	and have a look at	Junk modelling?	
		recycled materials?	feel? What can we do to stop it?	them with him? Discuss what is		
		materials!	we do to stop it?	compost and why		
			Collect quotes	is it useful.		
			for books.	is it ascial.		
			.01 50003.	Start a compost		
I				bin and monitors		
l						
				to empty it daily.		

	r ·	T .	Ť		T	1
				Could we do an		
				experiment and		
				see what happens		
				to fruit when we		
				leave it to		
				decompose?		
	Vocabulary and	Recycle, compost, re	euse, materials, card	board, plastic, metal,	clothes, glass,	
	Questions:	paper, environment		N 16 17 17 17 17 17 17 17 17 17 17 17 17 17	, ,	
	UTW - STEM -	What do we know	Topsy and Tim	How to brush out		Music/P4C/ICT
	Looking after	about looking	go to the dentist	teeth		
	our teeth	after our teeth?		https://www.nhs.		
W/C 5		*Why do we have	Watch the	uk/live-		
,	PD- Fine Motor-	to look after our	episode of Topsy	well/healthy-		
	Reception:	teeth? What	and Tim:	body/taking-care-		
	*Know and talk	would happen if	https://www.bb	of-childrens-		
	about the different factors that support	we didn't?	c.co.uk/iplayer/e	teeth/		
	overall health and	*How do we look	pisode/b04j24zj/	<u>cccury</u>		
	wellbeing-Tooth	after our teeth?	topsy-and-tim-	Discussing how to		
	brushing.	What do we have	series-2-16-our-	brush our teeth		
		to do?	teeth	properly. Adult to		
		10 00:	<u>teetii</u>	model using a		
			Have you ever	toothbrush and		
			Have you ever been to the	teeth model.		
			dentist? What	teeth model. Video:		
			happened when	https://www.yout		
			you went?	ube.com/watch?v		
	Manakalamana	D		=hDZXSMU2IAk		
	Vocabulary and	10 mg	0 1801 1808 1801	mouth, toothbrush, t	ootnpaste, brush,	
	Questions:	clean, hygienic, chai			Makin-	Music/DAC/ECT
	UTW- RE -	Introducing	The Christmas	Advent calendars	Making	Music/P4C/ICT
	<u>Christmas</u>	Christmas	Story	https://www.bbc.	Christmas Cards	
wiss	1000000	Let's celebrate on	Tell the	co.uk/newsround/	Adults to model	
W/C 6	UTW-People, culture	CBeebies.	Christmas story	42182268#:~:text	making one and	
	and communities- Reception:		to the class and	<u>=Advent%20is%20</u>	then children to	
	*Understand that	Does Christmas	have a class	an%20important%	make individually.	
	some places are	seem similar to	discussion about	20part,about%20	0 1 1 1	
	special to members	anything else we	it.	preparing%20for	Card ideas in the	
	of their community.	celebrate?	A 1. 14	%20Christmas%20	teaching	
	*Recognise that	(Eid/Diwali, etc?)	Adults could	<u>Day</u>	resources folder.	
	people have		model a story	Advent power	EAD Courseline 1st	
	different beliefs and	Discussing the	map of the	point to also	EAD-Creating with materials- Reception:	
	celebrate special times in different	church- do we go	story.	support with this.	*Explore, use and	
	ways.	anywhere similar?			refine a variety of	
		(Temple/Mosque?	Children to have	Adults to model	artistic effects to	
	Can we organise)	a go at a story-	making an advent	express their ideas	
	a trip to a	30	map for books.	calendar.	and feeling.	
	Total Section (Section Control	Discussing who a				
	church?	priest is- do we		EAD-Creating with		
				materials- Reception: *Explore, use and		
		know of anyone		refine a variety of		
		similar?		artistic effects to		
		(Imam/vicar/		express their ideas and		
		pujari?)		feeling.		
		10000 1000 US 1000		Children to low		
		Collecting quotes		Children to have a		
			I	go at making their		
		about what the		A CONTRACT OF THE CONTRACT OF		l l
		The state of the s		own advent		
		children celebrate		calendar- pictures		
		children celebrate and how they		calendar- pictures of the process and		
		children celebrate		calendar- pictures		

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W/C 7	Christmas shows?	Do we all celebrate Christmas? Discussing what we celebrate. Why don't all of us celebrate Christmas? Do we celebrate anything else instead? Is there a reason we don't all celebrate the same things?	Christmas cooking Some recipes in the teaching resources folder.	Christmas decorations Adults to model making a salt- dough Christmas tree decoration. Children to then have a go. Recipe in the teaching recourses folder. EAD-Creating with materials- Reception: *Explore, use and refine a variety of artistic effects to express their ideas and feeling.	Christmas singing Singing Christmas songs/carols as a class. EAD - Being imaginative and expressive — Reception * Sing in a group or on their own, increasingly matching the pitch and following the melody.	Music/P4C/ICT
W/C 8						
	Vocabulary and	Christmas, Jesus, Ma	ary, Joseph, God, Be	thlehem, shepherds,	wise men, Angel	
	Questions:	Gabrielle, Star, Donk	key, Innkeeper, stab	le, manger, church		
		Christmas tree, Fath	er Christmas, Santa	, presents, gifts, chim	ney, stockings,	
		celebrate, decoratio	ns, lights, tinsel, wro	eath, cards, turkey, cr	ackers, mince pies,	
		Christmas pudding, l	holly			

Spring 1- People who help us (6weeks)								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Parental								
engagement								
100 100								
Text			AND	me by Jill Murphy				
	Little Red Riding Hood							
Other stories to	Lost and Four	nd, Jabari jumps, Lit	tle red riding hood -		the library, Mr Rab	bit and the lovely		
read during the			present, To m	arket! To market!				
topic								
Phonics and sight		Phase 2	2 phonics daily (1 so	und a day Mon-Thui	r, revise Fri)			
words		Practice sight w	ords every day- (sec	cond set of 20) 3 goi	ng home each week	(
		Phonics table in th	e classroom- letter o			able		
				phonics action plar	า			
		in Reception – Word rea						
	*Read individual letters by saying the sounds for them. *Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.							
	*Read a few common exception words matched to the school's phonic programme.							
Literacy	Shared reading							
Reading and		in Reception – Word rea						
writing	*Blend sounds into words, so that they can read short words made up of known letter—sound correspondences.							
	*Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.							
	Guided reading- 1x week							
	Literacy - Children in Reception – Word reading							
	*Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.							
	*Read simple phrases and sentences made up of words with known letter—sound correspondences and, where necessary, a few exception words.							
	*Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.							
	Guided writing- 1x week							
	Literacy – Children in Reception - Writing							
	*Form lower-case and capital letters correctly.							
	Shared Writing- x3							
	Adults will model Literacy – Children in Reception -Writing							
	*Spell words by identifying the sounds and then writing the sound with letter/s.							
	*Write short sentences with words with known letter—sound correspondences using a capital letter and full stop.							
	Comprehension *Re-read what they have written to check that it makes sense.							
	Reading carousel- 5x week							
Handwriting	See timeline							
Hallawitting	Practicing letter handwriting in groups of 6, Adult modelling the correct letter formation, Focusing on- writing or							
	the line, correct letter formation, knowing the initial sound of words							
	Literacy – Children in Reception- Writing							
	*Form lower-case and capital letters correctly.							
	PD - Children in Reception - Fine motor skills							
	*Develop the found	dations of a handwriting	style which is fast, accura	ate and efficient.				

Storytelling	Hear it, map it,	Retelling	Digging deeper	Digging deeper	Plot Matrix	Writing the new story		
NA. 1917AN. SEC. 1917AN.	step it	As a class chorally tell		Adult to model	As a class change the	Using the plot matrix or		
	Hoor it	the story using the class		describing the setting	characters, the setting	the updated story map,		
		story map. Children to practice retelling the	and a little constitution of the constitution of the	Control Contro	and the state of t	model writing the start,		
	CONTRACTOR	The second secon		help come up with words to describe how	children can discuss	middle and end of the		
	334	story to their talk partners	with words to describe how they look/feel/act		what they want to have in the story with their	capital letters, finger		
			etc.	ι.	profession management consisted management	spaces, full stops and		
	actions to help		etc.	Literacy books:	W 1000 NO 100 NO 1000	what to do when you		
	them	Literacy books:	Literacy books:	Handwriting v, s, r	sticks and then have a	run out of space at the		
	remember key	Handwriting g, q	Handwriting b, p, k	<u> </u>	class vote to decide on	end of a line. Also		
	words/events	0 0/ 1	(1 -1)	Examples of	the new characters etc.			
	100 march 100 ma	CL - Children in		descriptions to go up in	A	out a word and write it		
'	adult models	Reception - Speaking	descriptions to go up in	the writing area	Literacy books:	down and what to do		
'	making a class	*Describe events in	the writing area	1000 1000/100/100 100	Handwriting f, z, x	when we want to write		
	story map,	some detail	es estitution to	CL - Children in	And the second second second	a sight word.		
	encouraging		Control Control Section Control Control Control	Reception – Listening,	Plot matrix to go up in			
	the pupils to	1		Attention and Understanding	the writing area	Literacy books:		
	help think of	7	Understanding	*Learn new vocabulary	AND THE RESERVE OF THE PERSON	Handwriting- look at		
	the main	1	*Learn new vocabulary	Depote the Committee of	Reception-Speaking	what each child needs to practice		
			Learninew vocasara,		*Articulate their ideas	to practice		
	events.				Annual Contraction of the Contra	New story example to		
	Step it- Model			1.0	formed sentences.	go up in the writing		
	to the children					area		
	using the class							
'	map to step					Adult to model		
1	the story. As					Literacy – Children		
	you step you					in Reception -		
	only say one				1	Writing		
	word or phrase					*Spell words by identifying the sounds		
	for each event.				1	and then writing the		
	Torreasit Eller				7	sound with letter/s.		
1	Literacy books:					*Write short sentences		
	Handwriting j,					with words with known		
]	Handwilling J				7	letter- sound		
1	У				1	correspondences using		
,						a capital letter and full stop.		
	Class story					Comprehension		
/	map in the					*Re-read what they		
,	writing area for	1				have written to check		
	pupils to see					that it makes sense.		
/	CL - Children in							
	Reception -							
,'	Speaking							
'	*Listen to and talk							
	about stories to							
	build familiarity and							
	understanding.							
Maths	diffeet attention (D)	<u> </u>	\Mh	ite rose		8		
AND	Poli	ce station	Chinese restaurant	CONTRACTOR CONTRACTOR	ospital/doctors surge			
Role play	FUIIC	e station	Chinese restaurant	THE THE	JSpital/doctors surgi	ary		
)- Being imaginative								
expressive-								
eption								
elop storylines in								
ir pretend play.	Secret food in a sec							
PD			PE wit	:h Frankie?				
Visits/visitors	Tricia Revnolds	(Met Police) - 020 8	₹ 721 2806 Tricia.Re	vnolds@met.police	iik			
-	- 83	plar fire station) - <u>lui</u>	Was a second and a second and a second as		dic			
	Luis Ai aujo (i o.	Jidi ili e stationi, <u>is</u> i	r letters	re.gov.uk				

		Monday	Tuesday	Wednesday	Thursday	Friday
	Online safety			Online safety	Online safety	Music/P4C/ICT
	70 Sec. 10			Talk about what	Discuss how	5000 10000
				devices the	much time we	
W/C 1	PD-Fine Motor-			children use at	should be using	
	Reception:			home e.g. a	the devices for.	
	Know and talk about the different factors			phone, tablet,	Also talk about	
	that support their			laptop	when we should	
	overall health and			1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1	use the devices	
	wellbeing: - Regular			Explain that when	e.g. not just	
	physical activity -			we are using	before bedtime.	
	Healthy eating - Tooth bushing -			these devices, we		
	Sensible amounts of			must stay safe.	Watch Jessie and	
	'screen time' -			White the state of	friends Ep2 and	
	Having a good sleep			Watch Jessie and	have a class	
	routine - Being a safe pedestrian			friends Ep1 and	discussion about	
	Saile pedesailari			have a class	it.	
				discussion about		
				it.		
	Vocabulary and	iPad. computer, pho	ne. tablet. screen. o	online, safety, camera	ı. photograph	
	Questions:	a.a, cop.a.c., pc			, priotoBrab	
	UTW- Geog-	Winter walk	Weather in	Growing in winter	Animals that like	Music/P4C/ICT
	Winter	Take the children	winter	Does anything	the cold	98.0
W/C 2	UTW- The natural	outside for a	What weather	grow in our edible	When we went	
	world- Reception	winter walk.	do we get in	garden during the	on our winter	
	*Explore the natural world around them.	What can we see?	winter? How is it	winter?	walk, did we see	
	* Describe what they	What can we	different from		much wildlife?	
	see, hear and feel whilst outside.	hear? What can	other seasons?	Discussion with	Why not?	
	* Understand the	we feel?		Joe to find out. If		
	effect of changing		How did it feel	nothing grows-	Are there any	
	seasons on the natural world	Discuss things that	to be outside on	why not? Is there	animals that live	
	around them.	you see- what has	our walk	anything we could	in very cold	
	UTW- The natural	happened to all	yesterday?	make from the	places? Use the	
	world- ELG Explore the natural	the trees? Refer	What did we	things that do	map to find the	
	world around them,	to the autumn	have to wear?	grow?	cold places of the	
	making observations	walk- what has	environmentation and appropriate householders and environmentations	\$ 1000 PO \$ 1000	world. What	
	and drawing pictures	changed? Is there	Making		would we need if	
	of animals and plants	much wildlife	snowflakes		we lived in one of	
	pianes	about? Why?	Discuss that		the very cold	
	Linked to KS1		sometimes in		places?	
	Science:	Take pictures so	winter it snows-		~	
	*Observe changes across the four	the children can	model making a		UTW - The natural	
	seasons	compare autumn	snowflake and		world - Reception	
	*Observe and	to winter.	allow the		Recognise some environments that are	
	describe weather		children to have		different to the one in	
	associated with the seasons	Take pictures of	a go in free flow.		which they live	
	Linked to KS1	the winter walk-	EAD - Creating with			
	Geography:	put these in	materials -			
	Identify seasonal	special books	Reception *Explore, use and			
	and daily weather patterns in the	along with	refine a variety of			
	United Kingdom.	children's quotes	artistic effects to			
			express their ideas			
			and feelings.			
	Vocabulary and	Snow, snowflakes, s				
	Questions:	Cold, shiver, freezing				
		Penguin, arctic fox,	arctic hare, polar be	ar, seal		

W/C 3	People who help us	Who helps us? What do we know about people who help us? Who in the community helps us- what do they do? PWHU PowerPoint and game to support.	Uniforms Do people who help us wear uniforms? Why? Have a class discussion about why people who help us wear uniforms. What would happen if they didn't wear uniform? Designing badges What kind of badge would you like to design? What shape? How will people know who you are? EAD – Creating with materials - Reception *Explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to make their own	How can we help people at home and at school? PSED-Building relationships-Reception *Build constructive and respectful relationships. *Express their feelings and consider the feelings of others. *Think about the perspective of other.	What I want to be when I am older Have a class discussion about what types of thing we could do when we grow up. Ask each child what they would like to be individually-make a display of their answers. Pictures and quotes for books.	Music/P4C/ICT
			badges pictures to go in books			
	Vocabulary and Questions:	1000	ghter, doctor, nurse r, supermarket wor	r, paramedic, dentist, kers, mechanic, lifegu		
W/C 4	Trips and visits	. 200	fire station) - <u>luis.ar.</u> - <u>michelle.tingco@r</u>			Music/P4C/ICT
W/C 5	UTW- RE- Chinese New Year UTW- people, culture and community- Reception Recognise that people have different beliefs and celebrate special times indifferent ways. UTW-The natural world- Reception Recognise some	Learning about Chinese New Year Using the Let's celebrate videos on CBeebies to introduce Chinese New Year. Do we celebrate CNY? Why do/don't we celebrate CNY? Is CNY similar to	The story of Chinese New Year Read and discuss the story of the CNY.	Chinese New Year Chinese writing/Painting our own Chinese dragons. Adult to model and then children to have a go individually. Children to have a - a copy to go in their books.	Cooking and tasting Chinese food. Adults to cook with the children and discuss the processes that take place. Children to taste the food afterwards. (Spring rolls/noodles/rice	Music/P4C/ICT

		2020		Ť	Í so	3
	similarities and differences between	anything we			/prawn	
	life in this country	celebrate with our			crackers/fortune	
	and life in other	families? How are			cookies)	
	countries.	they similar?				
					Pictures and	
					quotes to go into	
					books	
					UTW- The natural	
					world- ELG Understand some	
					important process	
					and changes in the	
					natural world around	
					them, including the seasons and changing	
					states of matter.	
					(Alexandra de la companyone de la compa	
					PD-FMS- Reception	
					Develop their small	
					motor skills so they can use a range of	
					tools competently,	
					safely and confidently.	
	Vocabulary and	New Year, celebrate	, festival, decorate,	dance, dragon, lion, :	zodiac, money envelo	pes, lanterns,
	Questions:	fireworks	,	, , , ,	,	
		7/4/2017/4/2000/1/2017/0000A3 85/4/3/2	dog sheen nig ra	ibbit, horse, snake, ra	t tiger boar cat go:	at emperor
	STEM- Materials	<u>Learning about</u>	How to make	The experiment	Cooking	Music/P4C/ICT
	31 LIVI- IVIALEI IAIS	materials	the gloves	Have a bowl of	With the children	Widsic/F4C/ICI
	UTW- The natural	A letter from	Ask the class	water/water tray		
wiss	world- 3& 4 year	Fireman Sam has	how we are	and the types of	cook something	
W/C6	olds	arrived- he has a	going to make	gloves. Ask the	that will	
	Talk about the	problem,	the gloves with	children to	obviously change	
	differences between materials and	whenever he uses	the different	remind you what	state when	
	changes they notice.	the hose to put	materials.	material they	changing from	
		out fires his hands	What does the	thought would be	raw to cooked e.g	
	UTW- The natural	get wet. Can we	glove need to do	best and why.	*Pasta goes from	
	world- ELG Understand some	help him solve	e.g. fit properly,	Dest and willy.	hard to soft.	
	important process	this problem?	cover the whole	Test out the	*Cakes and	
	and changes in the	What could Sam	hand etc.	gloves and see	biscuits go from	
	natural world	use to stop his	Ask the children	what happens to	lots of	
	around them, including the	hands	to go and make	them.	ingredients to	
	seasons and	getting wet? -	the gloves with	,	dough to a solid	
	changing states of	what material	the materials	Ask the children	form.	
	matter.	would be best?	they suggested	to explain which	5 (COMMAN COMMAN	
	Linked to KS1	Make predictions	yesterday.	glove was best	*Eggs to	
	science: Identify	as a class.	yester day.	and why.	omelette.	
	everyday materials	us u ciuss.		995	*Cheese melts	
		Pictures to go in				
		books with quotes			When cooking	
		at the end of the			with the children	
		process.			talk about what	
		process.			they think will	
					happen to the	
					food and why	
					they think that.	
					Pictures to go in	
					books with	
					quotes	
-	Vocabulary and	Materials, change, p	lastic, paper, metal	, wood, stone, glass,	fabric, ceramic	-
	Questions:	,	4 1 1 4	, , , , , , , , , , , , , , , , , , , ,		

Continuous provision ideas:

EAD-Creating with materials- Reception

- *Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- *Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- *Create collaboratively sharing ideas, resources and skills.
 - Drawing/painting PWHU Thinking about who we would like to draw/paint and discussing what they do for us.
 - Making emergency vehicles e.g. police car, fire engine, ambulance etc
 - Making PWHU gadgets walkie talkies, handcuffs, hose etc
 - Syringe art Putting paper in a bowl, filling syringes with paint and squeezing onto the paper to see how the colours mix.