



Purple=Books to support the teaching of subject areas.

(See separate reading spines for more information about books, repeated reads, nursery rhymes, poems etc)

See more detail of learning objectives within Development Matters.

This plan details which learning outcomes will be focused on during the teaching sessions each half term. This is a guide and is subject to change depending on the interests and learning stages of the children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main topic</b>	<p><b>Local Heroes (Reception children will learn about the local librarian)</b></p> <p>Never show a T-Rex a book! Rashmi Sirdeshpande</p>	<p><b>Special me, special you, special times &amp; special places!</b></p> <p>Rama &amp; Sita- Malachy Doyle</p> <p>Jesus' Christmas Party- Nicholas Allan</p>	<p><b>Let's compare...</b></p> <p>Handa's Surprise- Eileen Browne</p>	<p><b>Seasons</b></p> <p>Tree: Seasons Come, Seasons Go -Patricia Hegarty and Britta Teckentrup</p>	<p><b>Farming</b></p> <p>Farmer Duck -Martin Waddell</p>	<p><b>Supertato-Sue Hendra</b></p>
<b>Personal, social &amp; emotional</b>	<p>Build constructive and respectful relationships. Identify and moderate their own feelings, socially and emotionally. Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>-regular physical activity</li> <li>-being a safe pedestrian</li> </ul> <p>Manage their own needs (Personal hygiene)</p> <p>Together We Can Caryl Hart and Ali Pye</p> <p>Big Feelings –Alexandra Penfold/Suzanne Kaufman</p>	<p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>Fabulous Frankie by Simon James Green</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• healthy eating</li> <li>• toothbrushing</li> </ul> <p>Show resilience and perseverance in the face of challenge.</p> <p>Little Green Donkey Anuska Allepuz</p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> </ul> <p>Arlo The Lion Who Couldn't Sleep Catherine Rayner</p>	<p>Express their feelings and consider the feelings of others.</p> <p>The Hugasaurus Rachel Bright &amp; Chris Chatterton</p>	<p>Refer to the early learning goals.</p>
<b>Communication &amp; language</b>	<p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in story times.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p>	<p>Understand how to listen carefully and why listening is important.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Engage in non-fiction books.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>	<p>Refer to the early learning goals.</p>
<b>Physical</b>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes.</p> <p>Further develop and refine a range of ball skills including: throwing, catching.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop and refine a range of ball skills including: batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: kicking, passing and aiming.</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently use a range of large and small apparatus inside, alone and in a group.</p>	<p>Refer to the early learning goals.</p>

<p><b>Literacy</b></p>	<p>Read individual letters by saying the sounds for them. Form lower-case letters correctly. Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>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 their word reading, their fluency and their enjoyment.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>		<p>Refer to the early learning goals.</p>
<p><b>Mathematics</b></p>	<p>Count objects, actions and sounds. Continue, copy and create repeating patterns.</p> <p>Fruits: A Caribbean Counting Poem Valerie Bloom &amp; David Axtell –SLS have a copy</p> <p>Abigail –Catherine Rayner – SLS have a copy Ten Apples Up on Top –Dr Seuss</p>	<p>Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Mouse count –Ellen Stoll Walsh One to Ten and Back again –Nick Sharratt/Sue Heap</p>	<p>Subitise. Automatically recall number bonds for numbers 0-5.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose &amp; decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.</p> <p>Ten Black Dots- Donald Crews Walter's Wonderful Web-Tim Hopgood</p>	<p>Automatically recall number bonds some to 0–10. Compare length.</p> <p>How Long is a Whale? Alison Limentani Grandpa's quilt-Betsy Franco</p>	<p>Compare weight and capacity.</p> <p>Balancing Act –Ellen Stoll Walsh Billy's Bucket-Kes Gray</p>	<p>Refer to the early learning goals.</p> <p>The Doorbell Rang- Pat Hutchins</p>
<p><b>Understanding the world</b></p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Tidy Emily Gravett –SLS have a copy</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Draw information from a simple map. Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Henry's map-David Elliot</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p> <p>Anno's counting book – Mitsumasa Anno</p>	<p>Comment on images of familiar situations in the past.</p> <p>The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin: 1 (Amazing Scientists) Julia Finley Mosca</p>	<p>Refer to the early learning goals.</p> <p>Understand that some places are special to members of their community.</p> <p>In My Mosque: A big-hearted</p>

			Mama Miti: Wangari Maathai and the Trees of Kenya	illustrations change demonstrating seasons over the 12 months of the year.		celebration of mosques and their communities by <a href="#">M. O. Yuksel</a>  Who Sank the Boat? Pamela Allen
<b>Expressive arts &amp; design</b>  The Usborne First Book Of Art Rosie Dickens, Philip Hopman & Nicola Butler	Develop storylines in their pretend play.  Adapt and recount narratives and stories with peers and their teacher.	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.  Listen: (How Evelyn Glennie, a Deaf Girl, Changed Percussion) Shannon Stocker	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills.  The Dot by Peter H Reynolds	Explore, use and refine a variety of artistic effects to express their ideas and feelings.  The Crayon Man: The True Story Of The Invention Of Crayola Crayons Natascha Biebow & Steven Salerno	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Refer to the early learning goals.
<b>Visits/Visitors</b>	Librarian/Library	Care home	Mrs Mienie to talk about her own life experiences in South Africa.	STEM ambassador	Farm	Visit to a place of worship? Could be linked to religion in class.
<b>LEAF (Linking environment and farming) Ideas</b>	As detailed above (UTW) "Describe what they see, hear and feel whilst outside. Explore the natural world around them." Use the following book to think about how the environment can change due to human influence. <a href="#">Tidy</a> <a href="#">Emily Gravett</a> –SLS have a copy	"Cultural celebrations" booklet, page 8 Diwali recipe ideas: Mango lassi, chapatis, coconut ice. Diwali activities: Paper lanterns, rangoli patterns using items from the natural environment, rangoli patterns on stones. Page 9 – Diva lamps.	Looking closely at the food that can be grown in other countries.	STEM ambassador visit in school with a focus on how seasons effect the life on a farm.	Farming topic with a visit to a working farm.	"Helping Everyone Eat Better" Booklet - Amend to suit age group: Page 13 Potato obstacle course experiment Page 34 Caring for potatoes, avoiding waste Page 36 Super potatoes!

Special days	Rosh Hashanah Yom Kippur Sukkot Black History Month (Oct) Anti Bullying week	Remembrance (Nov) Diwali Hanukkah Advent Christmas	Safer internet day Children's mental health week	World Book Day Holi Ramadan British science week	Vaisakhi – 13 <sup>th</sup> /14 <sup>th</sup> April	National School Sports week
--------------	--	--	---	---	---	-----------------------------

