

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

It's good to be me!				
PSED	PD	Expressive arts	<u>Literacy</u>	
Settling in	PE - Body Management	Perform songs	The Tiger Who Came to Tea	
Demonstrate friendly behaviour	Explore balance and managing own body	Respond to music	The Bear Hunt	
Joining in with whole group activities	including manipulating small objects.	Sensory exploration of a range of	The Gruffalo	
Choosing activities independently	Able to stretch, reach, extend in a variety of	media.		
Turn taking	ways and positions.	Understanding what different tools	Baseline assessments	
Managing toileting needs	Able to control body and perform specific	are used for.	Book corner	
Discuss class rules and why we need them	movements on command.	Understanding how to make marks.	Visits to the library	
Being able to wait for needs to be met	Gross Motor –	Independently accessing and using	Daily story time	
CLL	Use climbing equipment safely and	creative (ART) equipment.	Phonics	
Baseline assessments	competently.		Environmental sounds	
Daily singing	Negotiate space effectively	Paper plate collage faces	Identifying sounds on a	
Daily story time	Fine Motor-	Box modelling homes	sound mat	
Talking about themselves and others	Begin to use a dominant hand	Art classroom etiquette (eg cleaning	Listen to familiar stories and	
Talk about stories	Begin to form recognisable letters.	brushes, aprons, moving around the	rhymes	
Communicate needs to others	Begin to use scissors effectively.	room etc).		
	Independently –	Explore art and craft area	Baseline Assessments	
	To attend to toileting needs	Safe use of tools and materials.	Writing area	
	To wash hands independently.	Self portrait	Children self registering	
	Begin to use a knife and fork.	Drawing family members	Name writing	
Understanding the world	<u>Mathematics</u>	Cutting and joining focus	Colouring	
My Family, Local area, Homes	Baseline: Getting to know your learners		Mark making opportunities	
Reception Re: Unit 1 Myself	Match, Sort, Compare	Music – Charanga	Talking about marks they	
Talk about how they have changed since a	Explore Pattern	Listening and responding to different	make	
baby	1,2,3,4,5	styles of music, listening to, learning	Pencil control	
Talk about changes in the environment	One more, one less	to sing or sing along with nursery		
Celebrate classroom diversity	Compare shapes	rhymes and action songs,		
	Night/Day time	improvising, share and perform.		

Autumn 1	Focus of the week	Activities	Learning Objectives	Vocabulary
6.9.21	The Tiger who Came to	Who am I?	Can I say my name?	School
	Теа	Name recognition	Can I recognise my written name?	Name
		<ul> <li>Introduce self-registering</li> </ul>	Can I talk about myself?	Me
		<ul> <li>Self portrait – introduce paints,</li> </ul>	Can I use marks to represent myself?	You
		brushes, paper and how to tidy.	Can I use art tools appropriately?	Inside
		<ul> <li>Favourite foods – share/draw/make a plate?</li> </ul>	Can I hold a pencil?	Outside
		• Sing some familiar songs and rhymes.	Can I understand some basic rules? Can I find toys in the classroom?	Plus names of adults
		Classroom routines	Can I wash my hands independently?	
		• Key times of day (Maths)	Can I use the toilet?	
		Class routines (Maths)	Can I tidy away after myself?	
		Behaviour expectations		
		<ul> <li>Hand washing</li> </ul>	Can I count within songs?	
		• Find way around the classroom –	Can I share my favourite songs?	
		toilets, resources, etc	Can I find out about a new	
		Learn the names of the adults	environment?	
		Maths	Can I explore climbing and travelling?	
		• Exploring provision inside and out.		
		Where do things belong?		
		Positional language.		
		Counting – through play and songs		
		PE		
		Explore the bikes and outdoor     equipment		
13.9.21	The Tiger who Came to	Who lives in my home?	Can I attempt to write my name?	House
	Теа	Name writing	Can I name my family members?	Home
		<ul> <li>Naming family members</li> </ul>	Can I write my name?	Family
		Describing our house	Can I use words to describe?	Mum / Mummy
		Build model of house with junk	Can I create a model?	Dad / Daddy
		<ul> <li>Role play area – modelling play indoors and out.</li> </ul>	Can I respect my classroom?	Grandad/Grandpa Nanny/Grandma
			Can I understand some basic rules?	Brother

		sroom routines	Can I find toys in the classroom?	Sister
		<ul> <li>Key times of day (Maths)</li> <li>Class routines (Maths)</li> <li>Behaviour expectations - reinforce</li> </ul>	Can I wash my hands independently? Can I use the toilet? Can I tidy away after myself?	Baby
	Mat	<ul> <li>Class rules - write</li> <li>Tidying different areas – focus on one or two areas a day.</li> <li>Turn taking circle time (pass a smile, ball rolling games, listening games etc)</li> </ul>	Can I count within songs? Can I share my favourite songs? Can I find out about a new environment? Can I listen for my name? Can I share and take turns? Can I explore climbing and travelling?	
		<ul> <li>Counting – through play and songs</li> <li>Explore the bikes and outdoor equipment</li> </ul>		
20.9.21	diffe	<ul> <li>are we the same and how are we rent?</li> <li>RE – Celebrate classroom diversity</li> <li>Which languages do we speak?</li> <li>Hair colour, skin colour, eye colour</li> <li>Different families</li> </ul>	Can I find ways we are the same? Can I find ways we are different / unique? Can I describe myself? Can I describe a friend? Can I tidy the classroom?	Same Different Hair Eyes Skin Share Wait
		<ul> <li>Focus on tidying and respecting our classroom.</li> <li>Focus on friendly behaviour – sharing and turn-taking.</li> </ul>	Can I follow the class rules? Can I share a toy? Can I take turns? Can I match objects? Can I say which objects are the same?	Kind hands Take turns
		<ul> <li>Matching – same/different</li> <li>Snap cards/jigsaws</li> <li>Compare bears -match to yours</li> <li>Different sized lids – match</li> </ul>		

		<ul> <li>Matching shapes (numcon) find a shape that matches mine</li> <li>Build towers that match-</li> <li>Higher/lower/same</li> </ul> PE <ul> <li>See stp.</li> <li>Focus on safe use of the outdoor equipment and the outdoor space when moving freely.</li> </ul> BEGIN PHONICS Set 1 RWI		
27.9.21	Gruffalo	BASELINES         Exploring and learning stories         • Learn the story of The Gruffalo really well         • How does the Gruffalo trick the mouse?         • Complete the line from the story – familiar refrains         • Discuss meal times at home and at school.         • Draw pictures to represent the story         • Purple prickles – fork printing         • Explore and name colours (orange eyes, black tongue, purple prickles, etc)	Can I listen to a story? Can I think about a story? Can I repeat familiar refrains? Can I name familiar foods? Can I share my own experiences? Can I draw pictures to respond to a story? Can I name and match colours? Can I use objects to make marks with paint?	Gruffalo Mouse Fox Snake Owl Tea Lunch Feast Orange Black Purple
		<ul> <li>Maths</li> <li>Sorting colour, size, shape, same different</li> <li>Number blocks Season 1 ep 10</li> <li>The button box – read.</li> <li>Sort buttons from a box</li> <li>Add buttons to a set, can children identify rule?</li> </ul>	Can I sort in different ways? Can I recognise some numerals? Can I find the odd one out? Can I count within ten?	

		<ul> <li>Odd one out – 4 shapes, reasoning odd one out and why.</li> <li>Tea set – sort plates, bowls, cups etc</li> <li>Socks – sort into sets on washing line</li> <li>Beads in pots – sort by size, colour</li> </ul> PE <ul> <li>Fine motor – make playdough snakes</li> <li>Running and stopping</li> </ul> PHONICS Set 1 RWI	Can I make a shape from dough? Can I control my travelling movements?	
4.10.21	Conffele	BASELINES		
4.10.21	Gruffalo	<ul> <li>Explore and respond to the story</li> <li>Act out the story using props</li> <li>Retell the story verbally and using simple marks / pictures</li> <li>Snake patterns – pipe cleaners and beads</li> <li>Simple story sequencing</li> <li>Paper plate animal faces/masks (collage) to use as props</li> </ul>	Can I retell a story I know well? Can I use props to retell a story? Can I create a simple pattern? Can I combine materials to make a mask?	Same More Less Fewer Gruffalo Mouse Fox Snake Owl
		<ul> <li>Maths <ul> <li>Compare amount</li> <li>Equal symbol, equal, more than, fewer than</li> <li>Counting by rote Counting out loud, clapping and counting, stamping, drumming, etc Counting rhymes and songs Using fingers to represent numbers.</li> </ul> </li> </ul>	Can I say which group has more / less? Can I count within ten? Can I represent numbers in a range of ways?	
		<ul> <li>PE</li> <li>Running and stopping</li> <li>Changing direction when travelling</li> </ul>	Can I change direction when I move?	
		PHONICS Set 1 RWI		

		DACTUNIC		
11.10.21	Bear Hunt	BASELINESLearn and respond to the story. Listen carefully. Join in with actions. Tap out the rhythm of the story. Join in with repeated refrains. Rhythms – copy claps. Make rain (clapping and tapping). Talk about the natural world and the places we have visited. Talk about weather. Over and underRE – Follow STP: What was I like as a baby?Maths. Compare size, mass and capacity. Large/small, big/little, short/tall, tallest/shortest A Squash and a Squeeze – use hoops to re-enact the story. Describe how it would feel Sort objects (5 frame) – encourage chn to line them up and count 1:1, small large items, more fewer Playdough – share equally, same size dough. What happens if someone else wants some Building towers – tallest, shortest Wheres my Teddy – read. Dear Zoo – read – animals and boxes – what size for each?. Ball – hide large/small around outside area. GO on a hunt, what do they notice? Collect balls. Which are easier	Can I listen to a story? Can I recall parts of a story? Can I join in with repeated refrains? Can I tap out a rhythm? Can I move my body in response to a story? Can I describe the weather? Can I describe the weather? Can I share my own experiences? Can I compare size? Can I compare mass? Can I describe an object using language relating to size? Can I order objects? Can I sort objects?	Bear Under Over Grass River Mud Snowstorm Forest Cave Big Small Tall Short Long Thin Wide Narrow

		PD/PSED		
		<ul> <li>Using the wellington boots and rain coats independently.</li> <li>Dressing for rain and mud.</li> <li>Inside and outside behaviour</li> </ul>		
		BASELINES		
18.10.21	Bear Hunt	<ul> <li>Explore and respond to the story</li> <li>Bear hunt in Woodland Walk</li> <li>Retell the story, using gesture and actions</li> <li>Create own obstacle course or hunt</li> <li>Make a grassy field (cutting/tearing/joining)</li> <li>Explore textures</li> <li>Collect natural materials eg round leaf, pointy leaf (maths link)</li> <li>RE – follow STP – How have I changed since I was a baby?</li> </ul>	Can I explore my school environment? Can I retell a story? Can I use actions to tell a story? Can I describe texture? Can I tear and cut paper? Can I use joining materials? Can I describe objects found in the natural environment?	Pattern Rhythm
		<ul> <li>Maths <ul> <li>Exploring pattern</li> <li>Make simple patterns</li> <li>Making simple patterns Exploring more complex patterns SERIES 3 EP 8 17</li> <li>Continue, copy, create simple repeating patterns eg shapes, colours, size, actions, sounds.</li> <li>AB patterns eg hands up, down, up down, head shoulders, head shoulders, head shoulders, head shoulders, in out in out, red, green red, green</li> <li>Long brick, short brick, numicon, pegboards</li> </ul> </li></ul>	Can I spot and describe patterns? Can I make a pattern? Can I jump and land safely? Can I balance? Can I move my body in a range of ways?	

<ul> <li>Notice patterns in language, eg stumble trip, stumble trip etc</li> <li>Musical instruments – patterns and rhythms</li> </ul>	
<ul><li>PE</li><li>Jumping and landing safely.</li><li>Obstacle courses</li></ul>	
PHONICS Set 1 RWI BASELINES	