

# Reception: 2021-22

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme	<b>All About Me</b> Starting school, my new class, friendship, my family, caring for each other, living things and our environment.	<b>Terrific Tales</b> Traditional tales, celebrating differences, black history month, celebrating events of the past.	<b>Amazing Animals</b> Maps, seasons and habitats, life cycles, hibernating and nocturnal animals, hot and cold countries.	<b>Come Outside</b> Plants, flowers, growing, weather and seasons, where does our food come from, what can we grow.	<b>Where in the World</b> Our locality, where we like to go, holidays, different countries and cultures, maps and globes.	<b>Changes</b> How have we changed, what makes our feelings change, changes to materials, freezing, melting and heating, cooking.
Key text (T4W)	Peter Rabbit	The Little Red Hen	Owl Babies	We're Going on a Lion Hunt	The Tiger Child	Whatever Next!
Key fiction texts	The Rainbow Fish The Great Big Book of Families The Family Book The New Small Person Look Up How Frank Helped Hank Ruby's Worry Ravi's Roar The Selfish Crocodile	Range of traditional tales Goldilocks The Gingerbread Man The 3 Little Pigs Jack and the Beanstalk The Smeds and the Smoos Cleversticks	Night Monkey, Day Monkey Sharing a Shell The Tiger who came to Tea Penguin Small Be Brave Little Penguin Betty and the Yeti Lottie's Letter	Oliver's Vegetables Oliver's Milkshake Handa's Surprise Jasper's Beanstalk Mama Panya's Pancakes The Secret Sky Garden The Curious Garden	African folk tales collection The Magic Paintbrush Clean Up Tigress Handa's Hen	Once there were Giants The Colour Monster The Worrysaurus My Monster and Me The Very Hungry Caterpillar
Key non-fiction texts	Looking After Rabbits	Farm Animals	Night Animals Polar Bears	Minibeasts	Emeka's African Counting	Recipes
Inspirational people	Sky Brown Marcus Rashford	<b>Black History Month</b> Mae Jemison Barack Obama Katherine Johnson	Stephen Wiltshire Helen Keller	Ellie Simmonds David Attenborough	Greta Thunberg Martin Luther King	Stephen Hawking Marie Curie
Key events	Harvest	Black History Month Bonfire Night Remembrance Day Christmas	Chinese New Year Valentines Day	Pancake Day Mothers Day Easter St George's Day		Fathers Day
Jigsaw	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
PSED	<b>Termly focus</b> Build constructive and respectful relationships.	<b>Termly focus</b> See themselves as a valuable individual.	<b>Termly focus</b> Identify and moderate their own feelings socially and emotionally.	<b>Termly focus</b> Think about the perspectives of others.	<b>Termly focus</b> Express their feelings and consider the feelings of others.	<b>Termly focus</b> Show resilience and perseverance in the face of challenge.

UW Community	Talk about members of their immediate family and community. Name and describe people who are familiar to them. <i>Who is in my family?</i>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. <i>How are we similar and different?</i>		Talk about members of their immediate family and community (Jigsaw link). <i>Who helps us to stay healthy – invite Tracey to tell us about cooking for us at school.</i>	Talk about members of their immediate family and community. Name and describe people who are familiar to them (Jigsaw link). <i>Who is special to use?</i>	
UW History	Comment on images of familiar situations in the past. <i>Look at schools and clothing in the past.</i> <i>Explore chronology – baby, toddler, pre-school/Nursery/child minder and then school.</i>	Comment on images of familiar situations in the past. <i>Bonfire night</i> <i>Remembrance Day (look at local monuments and parade)</i> <i>Explore chronology focusing on before we were born.</i>		Explore the lives of people and their roles in society. <i>People who help us week (discrete).</i>	Comment on images of familiar situations in the past. <i>Transport in the past</i>	<i>How have we changed?</i> <i>Make timelines of things we have done and achieved while we have been at school.</i>
UW Geography	Draw information from a simple map. <i>Where do we live, where is our school?</i> <i>Look at an arial view of school.</i>	Draw information from a simple map. <i>Find out where our stories originated.</i> <i>Make maps of story settings.</i> Recognise some similarities and differences between life in this country and life in other countries. <i>Christmas – how is it celebrated in another country?</i> Understand the effect of changing seasons on the natural world around them. <i>Signs of Autumn.</i>	Draw information from a simple map. <i>Find out where different animals live.</i> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. <i>Signs of winter.</i>	Draw information from a simple map. <i>Make a map of the outside area.</i>  Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them. <i>Signs of spring.</i>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (3-4). Draw information from a simple map. <i>Look at maps and globes.</i> Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	Understand the effect of changing seasons on the natural world around them. <i>Signs of summer.</i>

UW Science	<p>Begin to understand the need to respect and care for the natural environment and all living things (3-4).</p> <p><a href="#">How do we look after our classroom and outdoor area?</a>  <a href="#">Meet Miss Tierney's rabbit – how does she care for her?</a></p>		<p>Understand the key features of the life cycle of a plant and an animal (3-4).          Begin to understand the need to respect and care for the natural environment and all living things (3-4).</p> <p><a href="#">Who has a pet? How do we care for them? How do we look after animals and the places they live in the wild?</a></p>	<p>Plant seeds and care for growing plants (3-4).          Understand the key features of the life cycle of a plant and an animal (3-4).          Begin to understand the need to respect and care for the natural environment and all living things (3-4).</p> <p><a href="#">Plant and grow our own flowers and vegetables.</a></p>		<p>Talk about the differences between materials and changes they notice (3-4).</p> <p><a href="#">Explore heating, melting, freezing, mixing.</a></p>
Understanding Christianity units	<p>UC God/Creation FS Unit F1 Why is the word God so important for Christians?</p>	<p>UC Incarnation FS Unit F2 What makes every person unique and precious? (Digging Deeper) <a href="#">Link with Jigsaw.</a> UC Incarnation FS Unit F2 Why do Christians perform Nativity plays at Christmas?</p>		<p>UC Salvation FS Unit F3 Why do Christians put a cross in an Easter garden?</p>	<p>UC God/Creation FS Unit F1 How do we care for our wonderful world? (Digging Deeper).</p>	<p>UC Salvation FS3 How can we help others when they need it? (Digging Deeper).</p>
UW Cultures and Beliefs	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><a href="#">Why do is Harvest celebrated?</a>  <a href="#">What do we celebrate at home and why?</a></p>	<p>Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><a href="#">Explore how Christmas and Hannukah are celebrated.</a></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><a href="#">Explore how Chinese New Year is celebrated.</a></p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><a href="#">Explore how Easter and Holi are celebrated.</a></p>	<p>Understand that some places are special to members of their community.          Recognise that people have different beliefs and celebrate special times in different ways</p> <p><a href="#">Explore how Divali is celebrated.</a></p>	<p>Recognise that people have different beliefs.</p> <p><a href="#">Stories about caring for animals (from Islam).</a></p>

EAD Art and DT	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Family pictures – pencils. Look at different artists and illustrators pictures of people and families e.g. Quentin Blake, Axel Scheffler, Laura Watson. Offer opportunities for making models of themselves using a variety of resources e.g. play dough, card.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Bonfire/firework pictures – paint. Rockets – modelling boxes and resources. Look at examples of different work.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Clay owls, using clay tools. Look at work by Phoebe Cummings. Create collaboratively, sharing ideas, resources and skills. Collaborative animal art works – sculpture/Modroc.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Flower paintings – water colours. Look at words by Georgia O’Keefe.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Printing based on African patterns. Explore pattern and print from other countries e.g. Australia and India.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Collage inspired by Kandinsky. Look at colour, texture, layering changes the effect. How can we change a box? Baby Bear made a rocket – what can you make?
EAD Music	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.					
Kapow Units	Exploring Sound	Celebration Music	Musical Stories	Music and Movement	Big Band	Consolidation
PE (PD)	Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop the overall body strength, co-ordination, balance, and agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Watch and talk about dance and performance art, expressing their feelings and responses. PSED link - Know and talk about the different factors that support their overall health and wellbeing: regular physical activity.					
PE units	Dance – Dance til you Drop Watch clips of different dances. Find opportunities to watch older children dance.	Games – Best of Balls Watch clips of ball sports. Watch older children play.	Gymnastics – Gym in the Jungle Watch clips of gymnastics. Watch older children.	Dance – Dinosaurs Watch dances Watch clips of different dances. Find opportunities to watch older children dance.	Gymnastics – Jumping Jacks and Rock n Roll Watch clips of gymnastics. Watch older children.	Games – The Olympics Watch clips of the Olympics.

***These objectives are an ongoing focus throughout the year –***

PSED	Manage their own needs and personal hygiene.
UW	Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Forest School will be a good opportunity to develop these areas).
EAD	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Develop storylines in their pretend play.
PD	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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Tech	No ELG. Ideas to embed technology: take photos and videos using iPad, Google searches, use of CD player, remote control cars, Bee-Bots, remote for using the smartboard, smartboard and interactivity, watching video clips e.g. YouTube, games such as 'Phonics Play'.