Our Lady Immaculate Catholic Primary School
Class plan - Reception Cycle A



Me and My Community **Personal, social and emotional development**

Companions

- Exploring Autumn **Understanding the world**

Planned term
Autumn

Key Texts
'We're Going on a Bear Hunt' by Michael Rosen 'We're Going to Find the Monster!' by Malorie Blackman. (PW) 'Someone Just Like you' by Helen Docherty (PW) A Walk in Autumn by Hannah Abo The Leaf Thief by Alice Hemming Seasons-illustrated text with poems Season by John Burningham

Literacy Little Wandle used for phonics
Autumn 1: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy • Write some or all of their name • Write some letters accurately • Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly Outcome – oral retelling & draw images, write labels Outcome – label a picture and write a simple caption

RE Topics
Branch 1 Creation and covenant CST: Stewardship & Human Dignity

Mathematics
Baseline – 3 weeks Opportunity to settle in, intro the areas of provision inside and outside and get to know the children's mathematical knowledge through play, intro key times of day, class routines, where do things belong? Carry out statutory baseline maths assessment

Memorable experience
Our school community-Exploring Autumn - Woodland walk

Physical development PE Scheme : Get Set 4 PE
Get Set 4 P.E. -To learn the basic principles of a P.E. lesson (Fundamentals) Baseline assessment for gross and fine motor skills

Personal, social and emotional development
EYFS Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships. Express feelings: Know how to show concern for others and show awareness of how their actions may impact on others. Express their feelings and consider the feelings of others.

Understanding the world
Skill :Recognise and discuss how they have changed from when they were babies. Core knowledge: Change happens to everyone and we change as we grow. People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. Identify common features for different groups of animals, including wild and domestic animals. Animals live in different habitats. Animals such as rabbits, badgers and foxes live in a woodland habitat. All animals have special features or ways of behaving that help them to survive.

Expressive arts and design &Charanga
Mark Making/Drawing: Know how to grip a pencil comfortably and make marks, create lines and circles. Know that marks can have meaning. Colour: Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours. Painting: learn how to use the watercolour paints and pastel resist. Printing: Know how to print using natural objects e.g. apples or leaves Materials: Know that materials can feel different. Know some words to describe materials. Ongoing Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Take part in simple, pretend play often based on familiar experiences, e.g., making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or role-play

Communication and language
Attention Bucket Stage 1-5 Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Know how to respond appropriately when aske

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Let's Explore **Understanding the world**

Companions

- Build It Up **Understanding the world**

Planned term

Autumn

Key Texts

World Nursery Rhyme Week 9th-13th November The 5 official rhymes for 2026 are: Hickory Dickory Dock, Doctor Foster, Pussy Cat Pussy Cat, Row Row, Row Your Boat, 12345. Key Text: Liked to WNRW-My Cat Likes to Hide in Boxes,

Literacy Little Wandle used for phonics

Outcome – oral retelling & draw images, write labels

RE Topics

Prophecy and promise CST: Participation Distributive justice

Mathematics

NCETM Subitising 1,2,3 Counting, cardinality, ordinality Composition investigating 3,

Memorable experience

Let's explore! Exploring Autumn - Woodland walk

Physical development PE Scheme : Get Set 4 PE

To learn how to wash hands and manage basic hygiene. Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.

Personal, social and emotional development

Express feelings: Know that all feelings are ok. Know how to recognise own feelings, talk about feelings Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and ‘buddy’ for support if they are worried. Express feelings: Beginning to know when to Initiate an apology where appropriate.

Understanding the world

Skill: With support, observe, record and talk about materials and living things. Core knowledge: The weather and some plants and trees change with the seasons. In autumn, the weather starts to turn colder and some leaves change colour and fall from the trees.

Expressive arts and design &Charanga

Mark Making/Drawing: Skill: observational drawing - Pumpkins, sea creatures Know how to create closed shapes with continuous lines and begin to use these shapes to represent objects. Colour: Recognise and name colours. Painting: Explore that there are different paint types - watercolour, powder paint, acrylic, ready mix paint. Printing: Know how to print with sponges and rollers, shapes. (leaf printing) Materials: Know how to use different materials for Junk modelling. Junk modelling will continue to be offered in continuous provision.

Communication and language

Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time. Make relevant comments when listening to a story and can answer ‘why’ questions. Link events in a story to their own experiences.

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Sparkle and Shine **Personal, social and emotional development**

Planned term
Autumn

Key Texts
Key Text: Liked to WNRW-My Cat Likes to Hide in Boxes by Eve Sutton, Doctor Masie by Lucy Cousins, Stop the Clock by Pippa Goodhart, Oh, Look a Boat! by Andrew j Ross. 'Festivals' by Jane Bingham (PW) Little Glow by Katie Sahota Christmas Story (Bible)

Literacy Little Wandle used for phonics
Autumn 2: Use some of their print and letter knowledge in their early writing. • Write some or all of their name • Write some letters accurately • Spell words by identifying the sounds and then writing the sound with letter/s • Form lower-case letters correctly • Re-read what they have written to check that it makes sense Outcome – oral retelling & draw images, write labels

Mathematics
Subitising Comparison (more, fewer)

Memorable experience
Celebrations

Physical development PE Scheme : Get Set 4 PE
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 spoon. To begin to form recognisable letters and improve fine motor skills. To learn how to stay safe in the environment.

Personal, social and emotional development
Independence: Know how to organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Know how to manage their own personal hygiene e.g., toileting. Can follow 1 step instructions Can follow instructions with 2 parts. Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.

Understanding the world
People culture and communities; The natural world

Expressive arts and design &Charanga
3D Work: Know what transient art is. Cutting Skills: Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper. 3D Work: Know how to use simple joins when using different materials to create 3D work, e.g., Sellotape, masking tape, stick glue. Cutting Skills: Know how to use scissors to cut in a straight line. Autumn Term Pieces created: 1) line and water colour study 2) Sea creature (painting and line drawing) 3) black and white line family portraits. 4) Cat at Night (book) paintings (line painting, stencil work, paint splat technique) 5) Observational pumpkin drawing 6) baby Jesus crib pastel collage

Communication and language
Use sentences of 4-6 words. Know a repertoire of songs e.g., nursery rhymes or numbers of songs. Know some social phrases e.g., ‘Good Morning! Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts ‘and’ ‘because’. Retell a simple event e.g., how scratched knee’ Recognise words th

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Winter Wonderland **Understanding the world**

Planned term
Spring

Key Texts
Literacy: The Big Freeze' by Pippa Curnick 'Goodbye Autumn, Hello Winter' by Kenard Pak 'Gruffalo Child' & 'Stick Man' by Julia Donaldson

Literacy Little Wandle used for phonics
Spring 1: Form lower-case letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense Form lower case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense

RE Topics
Galilee to Jerusalem CST: Option for the Poor and Vulnerable

Mathematics
Subitising and counting skills. Explore the composition of numbers within and beyond 5.

Memorable experience
Wonderful winter Winter walk. Winter Wonderland - Wonderful winter

Physical development PE Scheme : Get Set 4 PE
Get Set 4 P.E. -Dance and Gymnastics Continue to develop core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Personal, social and emotional development
Managing self; Building relatioModule 2: Created to Love Others EYFS Module 2: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.nships

Understanding the world
Skill Describe how the weather, plants and animals of one place is different to another using simple geographical terms. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.

Expressive arts and design &Charanga
Mark Making/Drawing: Skill: know how to show different emotions in their drawing e.g., happiness, sadness. Draw with increasing complexity and detail Colour: Skill: to have control over a paintbrush to fill a space. Understand warm and cool colours and how these make us feel. Painting: Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint. Printing: Skill: printing with different tools to create layer of texture and pattern in pain.

Communication and language
Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom. Know how to make a prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Know that events in a story can link to their own experiences. Introduce a storyline into their play.

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Starry Night **Understanding the world**

Companions

- Winter Wonderland **Understanding the world**

Planned term
Spring

Key Texts
'Whatever Next' by Jill Murphy, 'All Through the Night' by Polly Faber, 'Owl Babies' by Martin Waddell The Way Back Home by Oliver Jeffers Usborne's Book of Night time by Laura Cowan

RE Topics
Desert to garden CST: Solidarity

Mathematics
Identify when two sets are equal or unequal and connect two equal groups to doubles.

Physical development PE Scheme : Get Set 4 PE
Continue to 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 spoon.

Personal, social and emotional development
Self-regulation; Managing self; BuBegin to explain knowledge of right choices and wrong choices and try to behave accordingly. Independence: Know how to independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Know some foods that are healthy and unhealthy foods. Building relationships

Understanding the world
Identify common features for different groups of animals, including wild and domestic animals. Core knowledge Nocturnal animals including owls, foxes and bats are awake durinSkill Talk about the different occupations that familiar adults and members of their community have. Core knowledge There are adults in our community who work at night time to help us including people who work for the fire service, police and ambulance service. Core knowledge Shadows are made when a solid object blocks a source of light.

Expressive arts and design &Charanga
3D Work: Skill: to develop own projects with Junk Modelling. To begin to work in pairs or a group to create a model. This could be small scale or through large constructions. Cutting Skills: Cutting skill: use scissors to cut curved line 3D Work: Skill/Knowledge: Natural art in the style of Andy Goldsworthy Cutting Skills: Skill: use scissors to cut shapes. Artist Study: Eric Carles.

Communication and language
Know how to make a prediction about what might happen next or story endings in response to texts read. Engage in non-fiction books. Know that events in a story can link to their own experiences. Introduce a storyline into their play. Listen attentively in a range of situations and know how to listen carefully e.g., know that it is important to look at who is talking to them and think about what they are saying

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Signs of Spring **Understanding the world**

Planned term
Spring

Key Texts
'Sunny and the Birds' by Wendy Meddor (PW) Tad by Benji Davies A Walk in the Woods by Hannah Tolson (Wildlife Trust Book) Easter Story (Bible)

Literacy Little Wandle used for phonics
Spring 2: Form lower-case letters correctly • Write short sentences with words with known sound-letter correspondences • Spell words by identifying the sounds and then writing the sound with letter/s • Re-read what they have written to check that it makes sense. Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense.

Mathematics
Begin to connect quantities to numerals

Memorable experience
Looking for signs of spring Pond visit-Collecting frog spawn

Physical development PE Scheme : Get Set 4 PE
Development of threading, weaving, and cutting skills. Hold pencil effectively and comfortably. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.

Personal, social and emotional development
Express feelings: Show pride in achievements by showing work to others. Know how to use the ‘take 5’ breathing exercise to help with big feelings.

Understanding the world
Record observations about the way the local environment changes throughout each season. Explore the natural world around them and give simple descriptions, following observation, of changes. Core knowledge Frogs lay frogspawn in ponds. Tadpoles hatch out of the frogspawn and grow into frogs. Core knowledge Easter is a springtime festival that is celebrated by Christians.

Expressive arts and design &Charanga
Observational drawing - Daffodils Colour: Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy. Painting: Skill: mix paints to make new colours following instructions. Printing: Skill: printing simple repeating patterns. Recognise patterns in the environment. Materials: Skill: Collage using Eric Carle as inspiration and painted paper

Communication and language
Listening, attention and understanding; SpeakingListening, attention and Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to, engage in and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary.; Speaking Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story.

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Build It Up **Understanding the world**

Planned term
Spring

Key Texts
'The Naughty Bus' by Jan Oke (PW) 'A Box Full of Wonder' by Karl Newson

Mathematics
Number; Numerical patterns

Memorable experience
Build it up! Local area walk Beep Beep Day

Physical development PE Scheme : Get Set 4 PE
Gross motor skills; Fine motor skillsKnow and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

Personal, social and emotional development
Manage behaviour: Know the behavioural expectations of the setting Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Know what being kind and considerate to others looks like. Social skills: Seek others to share activities and experiences.

Understanding the world
Breadth: Materials

Expressive arts and design &Charanga
Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Communication and language
Use talk to clarify thinking, connect ideas and share thinking with others. Articulate thoughts into sentences. Retell/create own stories for teacher scribing. Begin to connect one idea or action to another. Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.

Reception WRM – Spring 2024 **Mathematics**

Planned term
Spring

Mathematics
Block 2 – Mass and capacity; Block 6 – Explore 3-D shapes

Physical development PE Scheme : Get Set 4 PE
Develop the foundations of a handwriting style which is fast, accurate and efficient folloDevelop the foundations of a handwriting style which is fast, accurate and efficient following school scheme.wing school scheme.

Expressive arts and design &Charanga
Mark Making/Drawing: Observational drawing - Sunflowers Show accuracy and care in their drawing. Colour: Skill: Exploring shades of colour and how to make different shades. Painting: Experience: explore working with paint on different surfaces and in different ways i.e., coloured, sized, and shaped paper. Explore using different brush types. Printing: Skill: symmetrical printing - butterflies as inspiration. Materials: Skill: Weaving (natural and manmade materials) 3D Work: Skill: Making own props/ puppets to retell a story. Folding techniques e.g., fans, aeroplanes, books. Creating 3D models using Modroc Cutting Skills: Skill: use scissors independently. Artist Study: Vincent van Gogh

Communication and language
Listen to and understand instructions about what they are doing, whilst busy with another task. Listen and continue with an activity for a short tiKeep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

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Move It **Physical development**

Planned term
Summer

Key Texts
'Up and Down' by Oliver Jeffers

Literacy Little Wandle used for phonics
Summer 1: Form lower-case and some capital letters correctly • Write short sentences with words with known sound-letter correspondences • Re-read what they have written to check that it makes sense Form lower-case and capital letters correctly • 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

RE Topics
To the ends of the Earth CST: The Common Good Solidarity

Mathematics
Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies.

Memorable experience
Sports session

Physical development PE Scheme : Get Set 4 PE
Development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g., threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.

Personal, social and emotional development
Self-regulation; Managing self; BuiModule 3: Created to Live in Community EYFS Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good. In Life to the Full Plus, an introduction to careers and money is also explored, underpinned by the religious understanding that our true purpose and value comes from God.

Expressive arts and design &Charanga
Mark Making/Drawing: Skill: produce more detailed work and say what they have included. Colour: Skill: to be able to choose a particular colour for a purpose. Painting: Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. Printing: Skill: to be able to create using own ideas and explain choices. Materials: Skill: Weaving using a pre- running stitch with natural resources.

Communication and language
Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g., "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade.

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Sunshine and Sunflowers **Understanding the world**

Planned term
Summer

Key Texts
The Little Gardener by Emily Hughes Shark in the Park by Nick Sharratt The Hungry Caterpillar by Eric Carle Butterfly Bouquet by Nicola Davies Hyde Hall Visit The Extraordinary Gardner by Sam Boughton

RE Topics
Dialogue and encounter

Mathematics
Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies.

Memorable experience
Outside explorers Visit to Hyde Hall

Physical development PE Scheme : Get Set 4 PE
Develop the foundations of a handwriting style which is fast, accurate and efficient.

Personal, social and emotional development
Social skills: Friendship - Use language to negotiate, play and organise. Knowing what makes a good friend. Can follow directions with 3 parts. Social skills: Know how to be kind and considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

Understanding the world
Observe and describe living things and their habitats within the local environment. Begin to name and group plants and trees according to their observable features. Explore the natural world around them and give simple descriptions, following observation, of changes. Make and use simple maps in their play to represent places and journeys, real and imagined. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.

Expressive arts and design &Charanga
Continue to explore, use, and refine a variety of artistic effects to express their ideas and feelings. Continue to explore and engage in music making and dance, performing solo or in groups. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing Ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them.

Communication and language
Know that they can respond to what they hear with relevant questions, comments, or actions.aking Know how to play co operatively and know that they can pretend to be someone else talking. Games can be quite elaborate and detailed.; Speaking

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Big Wide World **Understanding the world**

Planned term
Summer

Key Texts
'Baby Goes to Market' by Atinuke, 'Our World: A First Book of Geography' by Sue Lowell,

Literacy Little Wandle used for phonics
Summer 2: Form lower-case and capital letters correctly • 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 orm lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letters • 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

Mathematics
Secure knowledge of number facts through varied practice. More/fewer than 10 Subitising

Memorable experience
Fantastic journeys

Physical development PE Scheme : Get Set 4 PE
Continue to 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 spoon.

Personal, social and emotional development
Self-regulation; Managing self; Building relationshipsExpress feelings: Can make choices and communicate what they need. Know people in school they can turn to if they help or are worried. Manage behaviour: Know why listening is important and attend to other people both familiar and unfamiliar.

Understanding the world
Observe and describe living things and their habitats within the local environment. Begin to name and group plants and trees according to their observable features. Explore the natural world around them and give simple descriptions, following observation, of changes. Make and use simple maps in their play to represent places and journeys, real and imagined. Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.

Expressive arts and design &Charanga
3D Work: Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. Class cardboard collaboration Cutting skill: use scissors for a particular purpose when combining different media and materials. Artist Study: Henri Matisse

Communication and language
Know how to make comments about what they have heard and ask questions to clarify thinking. Know that they can respond by asking if unsure and use words specifically to make meaning clear E.g. “I didn’t want my yellow gloves; I wanted the spotty ones that match my hat”.

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Once Upon a Time **Literacy**

Companions

- Sparkle and Shine **Personal, social and emotional development**

Planned term
Summer

Key Texts
There is no Dragon in the Story by Lou Carter The Great Fairy Tale Disaster, by David Conway. Plus Traditional tales 'The three Little Pigs', Little Red Riding Hood, Jack and the Beanstalk

Mathematics
Secure knowledge of number facts through varied practice. More/fewer than 10 Subitising

Memorable experience
Fairy tale magic

Physical development PE Scheme : Get Set 4 PE
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.

Personal, social and emotional development
Self-regulation; Managing self; Building relatiSelf-awareness: Feel comfortable and happy to stand up in assembly or in front of the class and share achievements with others. Independence: Begin to show persistence when faced with challenges. relationships

Understanding the world
Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. Explore and talk about pictures, stories and information books on the theme of royalty. Talk about past and present events in their own lives and those who are important to them

Communication and language
Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g., “I made a big round pizza with tomato, cheese and ham on top” Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions



Moving On **Personal, social and emotional development**

Planned term
Summer

Key Texts
What Makes Me a Me? by Ben Faulks

Mathematics
Breadth – time

Memorable experience
Moving on

Physical development PE Scheme : Get Set 4 PE
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.

Personal, social and emotional development
Self-regulation; Managing self; Building relationshipsExpress feelings: Beginning to know when to Initiate an apology where appropriate. Manage behaviour: Can follow instructions in a range of situations. Self-awareness: Know and can talk about their own abilities positively.

Understanding the world
Past and present; The natural world Recognise and begin to talk about how their lives have changed as they have grown. Talk about past and present events in their own lives and those who are important to them.

Expressive arts and design &Charanga
Creating with materials; Being imaginative and expressive

Communication and language
Collaboration: Know it is important to work together to look after our classroom resources and our school grounds. Know how to keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self evaluate their own work

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Long Ago **Understanding the world**

Planned term
Summer

Key Texts
Stories from the past-'The Tiger who Came to Tea' by Judith Kerr 'Coming to England' by Floella Benjamin Toys from the Past

Mathematics
Number; Numerical patterns

Memorable experience
Long ago Visit to Chelmsford Museum

Physical development PE Scheme : Get Set 4 PE
Consolidate handwriting: focus on securing letter formation and capital letters

Personal, social and emotional development
Self-regulation; Managing self; Building relationships

Understanding the world
Past and present; People, culture and communities; The natural worldDescribe some similarities and differences between things in the past and the present. Recognise and discuss how they have changed from when they were babies. Core knowledge The clothes people wore in the past are different from the clothes people wear today. Objects from the past can look different to objects today. Toys from the past can look different from toys today. Begin to spot similarities and differences between pictures of the past and the modern day.

Communication and language
Listening, attention and understanding; Speaking

Reception WRM – Summer 2024 **Mathematics**

Planned term
Summer

Mathematics
Block 1 – To 20 and beyond; Block 2 – How many now?; Block 3 – Manipulate, compose and decompose; Block 4 – Sharing and grouping; Block 5 – Visualise, build and map; Block 6 – Make connections

Block 1 – To 20 and beyond; Block 2 – How many now?; Block 3 – Manipulate, compose and decompose; Block 4 – Sharing and grouping; Block 5 – Visualise, build and map; Block 6 – Make connections

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