



## 2022-2023 Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	This is me!	Celebrations	Once upon a time	In the Garden	Our Wonderful World!	Summertime
Possible key texts	Elmer All about families The Colour Monster The Tiger who came to tea. The Body Book	Kipper's Birthday	Traditional Tales Collection of non-fiction books linked to maps/local area.	Oliver's Vegetables Jasper's Beanstalk From seed to sunflower The Hungry Caterpillar	Change starts with us. Window My Village: Poems from around the world.	The Lighthouse Keeper's Lunch What to look for in the summer Seaside poems
Personal Social and Emotional	Forming positive relationships  Working and playing cooperatively	Understanding and expressing feelings Consider the needs of others.	Understanding and explain the need for rules within the community.	Understand and value the individuals within a community.	Know factors that support health and well-being. Identify and moderate their own feelings and regulate behaviour accordingly. Talk about sensible amounts of screen time.	
RSE		Handmade with Love I am me Head, Shoulders, Knees and Toes Ready Teddy?	Good feelings, bad feelings. Let's Get Real. Growing up	Role Model Who's Who? You've Got a Friend in me. Forever Friends		Safe Inside and Out My Body My Rules Feeling Poorly People who Help us Consolidation
RE	Myself Welcome Birth]days		Celebrating Gathering Growing		Good News Friends Our World	
Communication and Language	<b>Throughout the year- Children will-</b> Learn & use new vocabulary in different contexts Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Be supported in the provision through high quality adult interactions. Take part in the NELI if further support is required in this area.					
Physical Development	<b>Throughout the year-</b> Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery) 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.					
PE	Ball Skills-hand and feet Walking and running	Ball Skills-hand and feet Jumping	Ball skills- hands and feet Gymnastics	Attack and defence Gymnastics	Attack and defence Dance	
Literacy	Initial Code: Unit 1 CVC (a, i, m, s, t)		Initial Code: Unit 7 CVC (x, y, ff, ll, ss, zz)		Initial Code: Unit 11 (sh, ch, th, ck, wh, ng, qu)	



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	Unit 2 CVC (n, o, p) Unit 3 CVC (b, c, g, h)		Unit 8 VCC, CVCC (2 consonants in final position, 3 and 4 sound words)		Bridging Lesson (/c/ <c, k, ck>, /ch/ <ch, tch>, /w/ <w, wh>)	
Maths	Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles Compare mass, length and capacity Exploring pattern	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles Positional language	Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10 Finding pairs Compare mass and capacity Length and height	Number bonds to 10 Starting to count beyond 10 Patterns and number relationships 3D shapes Time	Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd Spatial Awareness	Deepening understanding Patterns and relationships Spatial awareness Consolidation
Understanding the World	<b>Throughout the year-</b> Understand the effect of changing seasons on the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family. Use a calendar and displays of learning to revisit learning.					
	Who is in my family? How have I changed since I was a baby? What places are special to me?	What do we and other people celebrate? Take part in celebrations Talk about past and present Describe and compare different celebrations.	Make comparisons between local environment and other places. Look at maps of the local area Draw maps of a familiar place. Describes some features of plants and animals and identifies when things are the same and different.		Identify people in our world and talk about their role. Compare past and present Find similarities between different religious and cultural communities in this country. Find similarities and differences between the natural world around them and contrasting environments Learn some important processes and changes in the natural world around them, e.g. states of matter.	
Expressive Art and Design	<b>Throughout the year-</b> Home corner, themed outdoor role play areas, role play and small world areas will follow the child's own interests as the year progresses.					
	<b><u>Pencil skills/Brush Skills</u></b> Explore, use and refine a variety of	<b><u>Introduce Fixing &amp; joining skills</u></b> (tape, glue, treasury tags, paper clips, split pins)	<b><u>Collage techniques</u></b> (tearing, scrunching, shredding, twisting) Explore, use and	<b><u>Using a range of media-</u></b> (chalk, wax crayons, pastels, charcoal,	<b><u>Paint skills-</u></b> (colour mixing, shade & tone, printing)	<b><u>Fixing &amp; joining skills</u></b> (tape, glue, treasury tags, paper clips, split



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	<p>artistic effects to express their ideas and feelings.  <b>Outcome-</b> Self portraits  <b>Artist-</b>Vincent Van Gogh</p>	<p>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.  <b>Outcome-</b>  <b>Artist-</b>Kandinsky- link to maths &amp; shape</p>	<p>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.  <b>Outcome-</b> Collage...  <b>Artist-</b> Peter Clark</p>	<p>paint, pencil) 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.  <b>Outcome-</b> Observational drawings and paintings of flowers  <b>Artist-</b> Georgia O'Keeffe</p>	<p>Safely use and explore a variety of tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.  <b>Outcome-</b>  <b>Artist- ??</b></p>	<p>pins) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.  <b>Outcome-</b> Sculpture made from recycled materials  <b>Artist-</b>Michelle Reader</p>
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