

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Title</b>	<b>All About Me</b> <b>Oral stories families</b>	<b>Light and Dark</b>	<b>Journeys Transport</b>	<b>Growing and Changing</b>	<b>Dinosaurs</b>	<b>Under the Sea Pirates</b>
<b>Core Texts</b>	<ul style="list-style-type: none"> <li>• Goldilocks and the 3 bears</li> <li>• The Gingerbread man</li> <li>• Red Riding Hood</li> <li>• The enormous turnip</li> <li>• The three Billy Goats Gruff</li> </ul>	<ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• Owl Babies</li> <li>• Can't you sleep Little Bear?</li> <li>• Mog's Christmas Calamity</li> <li>• The Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• We are Going on a Bear Hunt</li> <li>• The Bear Cave</li> <li>• The Train Ride</li> <li>• The Naughty Bus</li> <li>• Handa's surprise</li> </ul>	<ul style="list-style-type: none"> <li>• Farmer Duck</li> <li>• One duck Stuck</li> <li>• Chicken's aren't the only ones</li> <li>• The very hungry caterpillar</li> <li>• Jasper's Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>• Harry and the Bucketful of dinosaurs</li> <li>• Dinosaur bones</li> <li>• If I had a dinosaur</li> <li>• Stomp dinosaur stomp</li> <li>• There's a T Rex in town</li> </ul>	<ul style="list-style-type: none"> <li>• Billy's Bucket</li> <li>• Dear Greenpeace</li> <li>• Surprising Sharks</li> <li>• Commotion in the ocean</li> <li>• Over in the ocean. In a coral reef</li> </ul>
<b>Other Texts</b>	Songs and Nursery Rhymes that tell a story.	<ul style="list-style-type: none"> <li>• Firework Party – poem</li> <li>• Rama and Sita</li> <li>• How to catch a star</li> <li>• Oi frog</li> </ul>		<ul style="list-style-type: none"> <li>• Non fiction texts – ducks / beanstalks</li> <li>• Ten seeds</li> </ul>	<ul style="list-style-type: none"> <li>• There's a diplodocus at the door</li> <li>• The wondrous dinosaurium</li> </ul>	<ul style="list-style-type: none"> <li>• I'm the biggest thing in the ocean</li> <li>• Ten Friendly Fish</li> </ul>
<b>Writing</b>	Name writing Labelling participate in 1-1 or 1-2 talk as preparation for writing	Captions Rhyming participate in small-group talk as preparation for writing compose and write independently,	Simple sentences Information sentences participate in whole-class or small-group talk as preparation for writing	sequence sentences to form short narratives Information sentences participate in whole-class or small-group talk as	Information sentences sequence sentences to form short narratives participate in whole-class or small-group talk as preparation for writing	sequence sentences to form short narratives Information sentences participate in whole-class or small-group talk as preparation for writing

	compose and write independently,		compose and write independently,	preparation for writing  compose and write independently,	compose and write independently,	compose and write independently,
<h1 style="text-align: center;">Maths</h1>	<p>Baseline</p> <p><b>Numbers</b> (<i>Using numbers 1 – 5</i>)  <b>Children count reliably with numbers from 1 to 5</b>  Recognise some numerals of personal significance.  Recognises numerals 1 to 5.  Counts up to three or four objects by saying one number name for each item.  Count actions or objects which cannot be moved.  Selects the correct numeral to represent 1 to 5 objects.  Counts an irregular arrangement of up to 5 objects.</p>	<p><b>Shape, space and measures</b>  <b>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</b>  Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.  Selects a particular named shape.  Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p><b>Shape, space and measures</b>  <b>Children use everyday language to talk about money.</b>  Beginning</p>	<p><b>Numbers</b> (<i>Using numbers 1 – 10</i>)  <b>Children count reliably with numbers from 1 to 10</b>  Recognises numerals 1 to 10.  Counts out up to 10 objects from a larger group.  Count actions or objects which cannot be moved.  Selects the correct numeral to represent 1 to 10 objects.  Counts objects to 10.  Counts an irregular arrangement of up to 10 objects.</p> <p><b>Shape, space and measures</b>  <b>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</b>  Orders two or three items by length or height.  Orders two items by weight or capacity.</p>	<p><b>Numbers</b> (<i>Securing numbers 1-10</i>)  <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b>  Uses the language of 'more' and 'fewer' to compare two sets of objects.  Finds the total number of items in two groups by counting all of them.  Says the number that is one more than a given number.  Finds one more or one less from a group of up to 10 objects.  In practical activities and discussion,</p>	<p><b>Numbers</b> (<i>Using numbers 1 – 20</i>)  <b>Children count reliably with numbers from 1 to 20</b>  Recognises numerals 1 to 20.  Counts out up to 20 objects from a larger group.  Count actions or objects which cannot be moved.  Selects the correct numeral to represent 1 to 20 objects.  Counts objects to 20.  Counts an irregular arrangement of up to 20 objects.  <b>Numbers</b> (<i>Securing numbers 1-20</i>)  <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b>  Uses the language of 'more' and 'fewer' to compare two sets of objects.  Finds the total number of items in two groups by counting all of</p>	<p><b>Numbers</b>  <b>Solve problems including doubling, halving and sharing</b>  In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.  <b>Shape, space and measures</b>  <b>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</b>  Can describe their relative position such as 'behind' or 'next to'.</p>

to use everyday language related to money.  
**Numbers** (*Securing numbers 1-5*)  
**Place them in order and say which number is one more or one less than a given number.**  
**Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.**  
Uses the language of 'more' and 'fewer' to compare two sets of objects.  
Finds the total number of items in two groups by counting all of them.  
Says the number that is one more than a given number.  
Finds one more or one less from a group of up to five objects.  
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.

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Estimates how many objects they can see and checks by counting them.

**Shape, space and measures**

**Explore characteristics of everyday objects and shapes and use mathematical language to describe them.**

**Recognise, create and describe patterns.**

Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.  
Selects a particular named shape.  
Use familiar objects and common shapes to create and recreate patterns and build models.

**Shape, space and measures**  
**Children use**

them.  
Says the number that is one more than a given number.  
Finds one more or one less from a group of up to 20 objects.  
In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.  
Estimates how many objects they can see and checks by counting them.  
**Numbers**  
**Solve problems including doubling, halving and sharing**  
In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.

				<p><b>everyday language to talk about time to compare quantities and to solve problems.</b>          Uses everyday language related to time.          Orders and sequences familiar events.          Measures short periods of time in simple ways.</p>		
<p>UW</p>	<p><b>People and communities</b>          Show awareness of belonging to a group (class)</p> <p>Identify significant people in their lives.</p> <p><b>The world</b>          Able to share things they know about the places which are familiar to them (parks, shops).</p> <p><b>Technology</b>          Uses technologies to share experiences with others and shares experiences of using technology.  <i>Take photos</i></p>	<p><b>People and communities</b>          Remember and share recent events they have been part of</p> <p>Knows about festivals and celebrations that are marked within their own culture.</p> <p><b>The world</b>          Shows care and concern for living things and the environment.</p> <p><b>Technology</b>          Uses technologies, with support, to find out more about the world around them  <i>Select a video from a prepared selection.</i></p>	<p><b>People and communities</b>          Understands that different people perform different roles.</p> <p><b>The world</b>          Responds to experiences and explorations of why things happen and how things work in the natural and 'made' world.</p> <p><b>Technology</b>          Uses technologies to enhance, change or recreate within a learning experience.  <i>Choose which app to use</i>  <i>Choose which story video to use to role play a story</i></p>	<p><b>People and communities</b>          Knows about festivals and celebrations that are marked within their own culture.</p> <p><b>The world</b>          Looks closely at similarities, differences, patterns and change in own environment and that of others.</p> <p>Can make observations of animals and plants and explain why some things occur and talk about changes</p> <p><b>Technology</b></p>	<p><b>People and communities</b>          Talks about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><b>The world</b>          Know that living things grow and die.</p> <p>Knows the properties of some materials and can suggest some of the purposes they are used for.</p> <p><b>Technology</b>          Recognises that a range of technology is used in places such as homes and schools. Selects and uses technology for particular purposes.</p>	<p><b>People and communities</b>          Knows that other children don't always enjoy the same things and are sensitive to this.</p> <p>Understands that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>Understands that lives were different in the past.</p> <p><b>The world</b>          Knows about similarities and differences in relation to places, objects, materials and living things.</p>

				<p>Captures and documents a sequence of events or experiences using ICT.  <i>Video diary for the eggs hatching and growing. And for seed growth to plant.</i></p>	<p><i>Photo / video / app to learn/ visualiser to show others.</i></p>	<p>Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in.</p> <p><b>Technology</b>          Finds out about and uses a range of technology. Selects appropriate applications that support an identified need.  <i>Photo / video / app to learn/ visualiser to show others.</i></p>
<p><b>Key Events</b></p> <p>1 class assembly a year</p>	Harvest Festival	Bonfire Night Diwali Nativity Play Christmas	Possibly assembly to tell a story.	Mothers Day 22 <sup>nd</sup> March  Eggs – ducks Easter  Possibly assembly to tell everyone about our ducks.	Fathers Day June 21 <sup>st</sup>  5/6/20 – 7/6/20 Eid-ul-Fitr (Islam)	Splash day Teddy bears picnic Sports day
<p><b>Trips and Visits</b></p>	Walk around the school	Watch a Play – Secondary NIA or at a theatre	Local walk Do we see more cars, lorries, buses or bikes?  Possible Canal boat trip at Stoke Bruerne.	Eggs/ ducks in school  Racecourse – nature walk	Local walk – visit a local church / mosque to see what is the same and what is different	Rookery Farm Or Hammerton Zoo Or Seaworld visit