



Topic Skills Coverage Cycle A Reception

	All About Me Children's Interests	Celebrations/ Christmas Children's Interests	People Who Help Us Children's Interests	Growing in Spring Children's Interests	On the Farm Children's Interests	Under the Sea Children's Interests
Subject	Autumn one (8 weeks)	Autumn two (7 weeks)	Spring one (6 weeks)	Spring two (5 weeks)	Summer one (6 weeks)	Summer two (7 weeks)
Inspire Events	Show and Tell Family Photo All About Me Bags	Event for parents – Nativity <i>Visit to the postbox</i>	Fire Brigade Police Officer Nurse	In school visits to Wildlife Garden Growing Beanstalks or sunflowers	Visit to Cannon Hall Farm <i>(book for second or third week back)</i>	<i>Possible Dance or Art Workshop?</i>
Seasonal Events	Autumn Changes Harvest Languages Day	Autumn/Winter Diwali Bonfire Night Children in Need Christmas/ Nativity	Winter Pancake Day	Spring World Book Day Mother's Day Red Nose Day Easter		Father's Day Sports Day
Communication and Language	Children will focus on developing Listening & Attention, Understanding and speaking skills. Adults to develop and observe points from the 'Children in Reception' section Development Matters.		<u>Listening, Attention & Understanding ELG.</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking ELG</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when			

		appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Personal, Social & Emotional	Children will focus on developing skills linked to PSED. Adults to develop and observe points from the 'Children in Reception' section Development Matters.	<p><u>Self-Regulation ELG</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self ELG</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Building Relationships ELG</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>
Physical Development (Fine motor skills)	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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	<p><u>Fine Motor Skills ELG</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.</p>

<p>Physical Development (Gross motor skills)</p>	<p>Children to develop a range of ways of moving, develop overall body strength, co-ordination and balance. Combine movements with fluency and ease.</p> <p>Use small and large apparatus inside and outside of the classroom. Develop a range of ball skills. Know and talk about the different factors that support their overall health and wellbeing.</p>		<p><u>Gross Motor Skills ELG</u> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>			
<p>Literacy (Reading)</p>	<p>Children enjoy an increasing range of books linked to interests. Phonics: Phase 1/2</p> <p>Book list: <i>Traditional Tales</i> book per week for <i>Drawing Club</i> starting from Week 4. Week 4- Goldilocks Week 5- Three Little Pigs Week 6- Jack and the Beanstalk Week 7- Gingerbread Man Week 8- Three Billy Goats</p>	<p>Children enjoy wide range of books, make predictions and answer questions. Phonics: Phase 2</p> <p>Book list: <i>Little Glow-</i> Katie Sahota</p> <p>Focus Book: <i>Santa Post</i> by Emma Yarlett</p>	<p>Children enjoy wide range of books, make predictions and answer questions. Phonics: Phase 3</p> <p>Book list: Focus Book: <i>Burglar Bill</i> by Janet and Allan Ahlberg.</p> <p><i>A Superhero Like You</i> by Dr Ranj <i>Range of non-fiction books linked to topic.</i></p>	<p>Children answer questions based on what they have read and show understanding when talking about books. Phonics: Phase 3</p> <p>Book list: Focus Book: <u>The Enormous Turnip by Katie Danes (T4W)</u></p>	<p>Children answer questions based on what they have read and show understanding when talking about books. Phonics: Phase 3/4</p> <p>Book list: Focus Book: <i>What the Ladybird Heard-</i> Julia Donaldson</p> <p><i>Other books:</i> <i>A Squash and a Squeeze-</i> Julia Donaldson +range of non-fiction books about farms.</p>	<p>Children answer questions based on what they have read and show understanding when talking about books. Phonics: Phase 3/4</p> <p>Book list: Focus Book: <u>Commotion in the Ocean by Giles Andreae (T4W)</u></p> <p><i>Other books:</i> <i>Rainbow Fish</i> by Marcus Pfister <i>Tiddler</i> by Julia Donaldson <i>Sharing and Shell</i> by Julia Donaldson</p>

	T4W- Red Riding Hood					
Literacy (Writing)	<p>Name writing</p> <p>Making a map from Little Red Riding Hoods House to grandma's house</p> <p>Phonics- Letter formation/ CVC words</p> <p>Drawing Club</p>	<p>Writing a letter to Santa / list</p> <p>Phonics- 2/3 words</p> <p>Drawing Club</p>	<p>Character descriptions - Wanted Posters</p> <p>What I want to be when I grow up</p> <p>Phonics phase 3 words.</p>	<p>What do plants need to grow?</p> <p>Writing linked to World Book Day?</p> <p>Phonics phase 4 words</p>	<p>Phonics phase 4 words</p> <p>Recount writing from the trip to Canon Hall Farm</p>	<p>Fact file on a sea creature</p> <p>Phonics phase 5 words</p>
Mathematics	<p>Counting- concrete/ pictorial/ actions sounds.</p> <p>Number songs and rhymes</p> <p>Subitising</p> <p>2D Shapes</p>	<p>Repeating patterns</p> <p>Counting- concrete/ pictorials</p> <p>Length</p> <p>Composition of numbers to 5 & then 10</p> <p>One more/ One Less</p> <p>Time</p> <p>Composition of numbers to 10</p>	<p>Number bonds to 5</p> <p>3D Shapes</p> <p>Addition</p> <p>Subtraction</p> <p>Weight</p>	<p>Counting objects from a larger group</p> <p>Counting to 20</p> <p>Subitising</p> <p>Capacity</p> <p>One more/ One Less</p> <p>2D Shapes</p> <p>Number bonds to 10</p>	<p>Length</p> <p>Doubling</p> <p>3D shapes</p> <p>Sharing</p> <p>Weight</p> <p>Odds and evens</p>	<p>Number bonds to 10</p> <p>Addition</p> <p>Subtraction</p> <p>Repeating patterns</p> <p>Halving</p> <p>Time</p>
Understanding the World	<p>Talks about family's customs and routines- where do we live? How is this different to other places? – Feature of own environment.</p> <p>Work on local maps</p> <p>Creating maps</p>	<p>Understands that other cultures and religions celebrate different things.</p> <p>Identify on a map where these celebrations come from.</p> <p>Comparing Christmas with Diwali and CNY.</p>	<p>Roles in the community- link to topic. Talk about immediate environment- maps, photos etc.</p> <p>Creating a map for Burglar Bill.</p> <p>How have the emergency services changed?</p>	<p>Growing beanstalks - caring for plants.</p> <p>What do they need to survive?</p> <p>Lifecycle of a beanstalk</p> <p>Where does our food come from?</p> <p>Wildlife Garden visit</p>	<p>Cannon Hall Farm</p> <p>Caring for living things.</p> <p>Farm animals and their young.</p> <p>Lifecycle of chicken</p> <p>Farm habitats</p> <p>Taking photos on iPads on the trip.</p>	<p>Habitats under the sea.</p> <p>Caring for living things- what they need to survive.</p> <p>Parts of a sea creature</p> <p>Investigation of water- freezing, melting etc.</p> <p>Floating/ sinking</p>

	Comparing Mexborough past and present.	Sharing how and what they celebrate at home.	How is technology used in other places?	Taking photos of the wildlife garden/beanstalks		What lives in the sea? What lives on land?
Expressive Arts & Design	Self portraits Mixing colours	Salt dough Diya Lamps Rangoli patterns Christmas cards	Painting people who help us- drawing on previous colour mixing knowledge. Using box modelling to create emergency vehicles. Collage emergency vehicles	Observational drawing of sunflowers- linked to Van Gogh (oil pastels) Loose parts transient art	Combining different materials- paper plate animal.	Observation drawing of a shell/ sea creature. Experimenting with water colour paints
Music/Singing	Nursery Rhymes, Songs with Rhythm, Seasonal Events, Charanga Music Scheme					