|  |  |  |
| --- | --- | --- |
| TEACHER- Ms Zeenat | YEAR GROUP- Reception  |  |
|  | **AUTUMN** | **SPRING** | **SUMMER** |
| THEMES | Marvellous Me | Planet Earth | Amazing Animals |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.British Values (Democracy, Rule of Law, Individual Liberty, Mutual respect and tolerance) to be included in planning of activities throughout the year. (view MTP) |
| PHYSICAL DEVELOPMENT | **Health & Self-Care:** Snack/lunch times: understanding benefits of a healthy range of food.Looking at how good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.Create classroom rules: understanding of the need for safety when tackling new challenges, and considering and managing some risks.**Gross motor:**Cooperation games i.e. parachute games. Different ways of moving to be explored with children.**Fine motor:**Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil beyond whole hand grasp. | **Health & Self-Care:** Maintaining independence and good practices with regards to managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.**Gross motor:** Ball skills- aiming, dribbling, pushing, patting, or kicking.**Fine motor:**Begin to form letters correctlyHandle tools, objects, construction and malleable materials with increasing control  | **Health & Self-Care:** Knowing about, and making healthy choices in relation to, healthy eating and exercise. Dressing and undressing independently, successfully managing fastening buttons or laces **Gross motor:**Preparation for Sports Day: running race (move in a straight line with speed), egg and spoon, sack race etc**Fine motor:**Form letters correctly  |
| COMMUNICATION AND LANGUAGE | **Listening and attention:** Sharing news, stories,assemblies (class, whole), role play, circle time,puppets, listening centre, song time, games,show and tell.**Understanding:** Questioning, show and tell, roleplay, games, instructions and routines,assemblies, jobs of responsibility**Speaking:** Sharing news, stories, assemblies(class, whole), role play, circle time, puppets,listening centre, registration, song time, games,show and tell | **Listening and attention:** Sharing news, stories,assemblies (class, whole), role play, circle time,puppets, listening centre, song time, games,show and tell.**Understanding:** Questioning, show and tell, roleplay, games, instructions and routines,assemblies, jobs of responsibility**Speaking:** Sharing news, stories, assemblies(class, whole), role play, circle time, puppets,listening centre, registration, song time, games,show and tell | **Listening and attention:** Sharing news, stories,assemblies (class, whole), role play, circle time,puppets, listening centre, song time, games,show and tell.**Understanding:** Questioning, show and tell, roleplay, games, instructions and routines,assemblies, jobs of responsibility**Speaking:** Sharing news, stories, assemblies(class, whole), role play, circle time, puppets,listening centre, registration, song time, games,show and tell |
| LITERACY | **Reading: –** individual readers, big books, fiction, non fiction, story books, own name, poetry, nursery rhymes, labels, lists, notices, word wall.**Writing** - name, lists, words, recording information, capital letters, tracing, templates, letter formation, hearing and writing initial and final sounds, high frequency words, alphabetical order, common spelling patterns. | **Reading: –** individual readers, big books, fiction, non fiction, story books, own name, poetry, nursery rhymes, labels, lists, notices, word wall, guided readers.**Writing** - name, lists, words, recording information, capital letters, tracing, templates, letter formation, composition, guided writing, hearing and writing initial final and medialsounds, high frequency words, alphabetical order, common spelling patterns, rhyming CVC. | **Reading: –** individual readers, big books, fiction, non fiction, story books, own name, poetry, nursery rhymes, labels, lists, notices, word wall, guided readers.**Writing** - name, lists, words, recording information, capital letters, tracing, templates, letter formation, recounts, writing guided/unguided. Grammatical awareness, hearing and writing initial final and medial sounds, high frequency words, alphabetical order, common spelling patterns, rhyming CVC, blending. |
| MATHEMATICS | **Number:**Counting and recognising numbers**Shape Space & Measures:**Shape & Exploring patterns, Measures: Length and height, money, space  | **Number:**Counting and recognising numbers, Adding & SubtractingSolving problems**Shape, Space & Measures:**Weight, Time & capacity | **Number:**Counting and recognising numbersAdding & SubtractingSolving problems**Shape space and****Measures:**Shapes 2d & 3D, Patterns, Money & Recap |
| UNDERSTANDING THE WORLD | **People and communities:** Me and my school, Diwali**The world:**AutumnBlack History MonthChristmasWinterHanukah**Technology:** Everyday technology- Mouse control/ keyboard skills E-safety | **People and communities:** New YearChinese New YearPancake DayEaster **The world:** Spring Planet Earth – topic theme**Technology:** Everyday technology- laptops, typing our names and words (use independently with confidence) | **People and communities:**Ramadan, Transition to Y1- getting to know staff/building**The world:**Summer Plants, life cyclesAnimals – topic theme **Technology:** Everyday technology- keyboard skills- typing sentences, Photos, videos & laptops |
| EXPRESSIVE ARTS AND DESIGN | Role Play, colour mixing, Design and Build, Textures exploration, Colouring, drawing and painting, Rubbing, Printing, Collage, singing songs, performing, listening,exploring sounds, rhythm. | Role Play, colour mixing, Design and Build, Textures exploration, Colouring, drawing and painting, Rubbing, Printing, Collage, singing songs, performing, listening,exploring sounds, rhythm. | Role Play, colour mixing, Design and Build, Textures exploration, Colouring, drawing and painting, Rubbing, Printing, Collage, singing songs, performing, listening,exploring sounds, rhythm. |
| Possible TRIPS | Valentines Park, DiscoverForest school | Recycling Plant, Forest School, Discover, planetarium | Aquarium, zoo, park, farm, forest school |