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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPIC** | Settling in  Traditional Tales/fairy tales | Around the world  Festivals and celebrations | Forest  People who help us | Growing/Changing  Animals | | Moving on |
| **TRIPS/ WORKSHOPS** |  | Arts Depot – I want my Hat Back - Thursday 14th DECEMBER 10.30AM | People who help us   * visit from emergency services * visit from dentist, doctor |  | Visit to Paradise WL park |  |
| **LEARNING CELEBRATION** |  | Chanukah Performance |  | Teddy Bears Picnic |  | KS1 End of Year celebrations, including ice cream van |
| **CHAGIM/**  **SPECIAL EVENTS** | * Reception Baseline Assessments (6 weeks) * 15th Sept - Rosh Hashanah * 25th Sept – Yom Kippur * 29th Sept – Succot * 6th Oct – Shemini Atzeret * October -Weekly Key Stage assemblies to start | * Weekly Mystery Reader to start. * Chanukah * Bonfire night * Leading to New Year – calendars * Focus children start | * 25th Jan - Tu B’shvat * Leading to Valentine’s day – art * Chinese New Year | * 10th March - Mother’s day – card * 24th March - Purim * Easter – cooking/chocolate nests * Chicks/ducklings * Pesach | * 6th May - Yom Hashoah * 13th May – Yom Hazikaron * 14th May – Yom Ha’atzmaut * 26th May - Lag Ba’omer * 5th June – Yom Yerushalayim * Caterpillars * 16th June - Father’s day – card * Half term – Shavout | * Sports Day * Summer Fair |
| **CORE BOOKS** | The Colour Monster collection  Goldilocks and the Three Bears  Here we are  Handa’s Surprise (BHM) | Astro Girl  Blue Penguin  The Snowman | Everywhere Bear  We’re going on a Bear Hunt  A Superhero Like You | No Dinner  The Ugly Duckling  Anna Hibiscus’ Song | Very Hungry Caterpillar  Errol’s Garden | Brave Bear  Ruby’s Worry |
| **SUPPORTING BOOKS** | Red Riding Hood  Handa’s Hen  How to catch a star | Shine – all about being unique  The Snowdog  Whatever Next | The Gruffalo  Real Superheroes  Non-fiction: Animals, wildlife, habitats | So Much  Owl Babies  Non-fiction: rainforest, Africa, India, chicks/ducks | Oi collection of books  Stick Man, Stanley’s Stick  Non-fiction:  Growing & mini beasts | Tom Percival books- Ravi’s roar, Perfectly Norman  Dear Teacher, My Heart is a compass, Wherever you go, I want you to know… |
| **ENGLISH**  **Phonics and reading**  (Phonics follows Read Write Inc.) | Sound awareness Letters and sounds activities  Daily Storytime  **RWI speed sounds**  **Set 1 (whole class)** | Individual reading  Daily Storytime  Mystery Reader  **RWI Speed sounds and blending Set 1 (whole class)**  **RWI assessment & groupings** | Individual reading  Daily Storytime  Mystery Reader  **RWI groups (Set 1, 2 & 3, alongside books)** | Individual reading  Daily Storytime  Mystery Reader  **RWI groups (Set 1, 2 & 3, alongside books)**  **RWI assessment & groupings** | Individual reading  Daily Storytime  Mystery Reader  **RWI groups (Set 1, 2 & 3, alongside books)** | Individual reading  Daily Storytime  Mystery Reader  **RWI groups (Set 1, 2 & 3, alongside books)**  **Final RWI assessments for Year 1 groups.** |
| **ENGLISH**  **Writing** | * Recognising and writing names. * Mark making. * Story scribing. * Giving meanings to marks. | * Recognising and writing names. * Using initial sounds. * CVC words & sentences. * Forming recognisable letters. | Using phonic knowledge in writing, blending and segmenting to write sentences for core books.  People who help us writing (based on real event/ experience). | Writing sentences (core books), focusing on finger spaces, capital letters and full stops.  Use of some simple common exception (tricky) words – including ‘the’, ‘to’, ‘I’, ‘my’.  Chick/duckling writing (based on real event/ experience). | Using phonic knowledge, capital letters, finger spaces, full stops confidently.  Use of common exception (tricky) words.  Writing sentences for core books.  Trip & caterpillar writing (based off real event/ experience). | Using phonic knowledge, capital letters, finger spaces, full stops confidently.  Use of common exception (tricky) words.  Writing sentences for core books.  Moving on writing (based off real event/ experience). |
| **MATHS**  (follows *White Rose Maths Hub* scheme) | Getting to know you  Opportunities for settling in, introducing areas of CP. Looking at key times of the day and class routine. Exploring CP inside & out. Where do things belong? (2 weeks)   * Match and sort and Compare (2 weeks) * Talk about measures and patterns (2 weeks) | * It’s me 1, 2, 3! (2 weeks) * Circles & triangles (1 week) * 1,2,3,4 & 5 - numbers to 5 (2 weeks) * Shapes with 4 sides (1 week) | * Alive in 5! (2 weeks) * Mass & capacity (1 week) * Growing 6, 7 & 8 (2 weeks) | * Length, height & time (2 weeks) * Building 9 & 10 (3 weeks) * Explore 3D shapes (2 weeks) | * To 20 and beyond (2 weeks) * How many now? (1 week) * Manipulate, compose & decompose (2 weeks) | * Sharing & grouping (2 weeks) * Visualise, build & map (3 weeks) * Make connections (1 week) * Consolidation (1 week) |
| **OTHER CURRICULUM AREAS/ KEY EXPERIENCES** | Geography/UW: *People, culture & communitie*s - Introduce and use google earth, globes (Here We Are) - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps.  History/UW:  *Past & Present* (Handa’s Surprise) - Know some similarities and differences between things in the past and now, drawing on experiences and what has been read.  PSED:   * Promote independence * Learn about separation from parents. | Art/DT/EAD:  Junk model space crafts (Astro Girl)  Science/UW:  melting snow/ice (snowman)  **PSHE: Sophie Says**   1. What makes us unique? 2. Our feelings 3. Ways to feel better 4. How we get on together 5. Having a go 6. Solving problems   Conclusion | Geography/UW:  *People, culture & communities* - Introduce and use google earth, globes - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  Birds eye view, maps (Bear Hunt)  PSED:   * Making Relationships * People who help us.   History/UW:  *People, culture & communities* (A Superhero like you) - talking about lives of people around them & roles is society  **PSHE – Think equal** | Geography/UW:  *The Natural World* - Rainforest. Google earth/globe/map – India (No Dinner) - Recognise some environments that are different to the one in which they live.  Geography/UW: *People, culture & communities* - Google earth/ globe/map – Africa (Anna Hibiscus Song) - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  Science/UW: *The Natural World -* growing /life cycles: Eggs hatching  **PSHE – Think equal** | Science/UW: *The Natural World* - Planting/growing  Lifecycles Caterpillars to Butterflies.  Art/DT/EAD: *The Natural World-* natural art (including sticks) - Making stick men  **PSHE – Think equal**  **RSE – 3 lessons**   1. Our Day 2. Keeping ourselves clean 3. Families   *Links to PSED (managing self, self-regulation & building relationships)* | PSED:   * Dealing with emotions and anxiety. * Changes in our lives.   **PSHE – Think equal** |
| Geography/UW: Seasons – weather changes etc.  *The Natural world* - Understand some important processes and changes in the natural world around them, including the seasons. | | | | | |
| **KEEPING SAFE** | Teach, learn, practice in age appropriate ways about keeping safe – regular handwashing, respiratory hygiene – using tissues etc.  Project Evolve – online safety | | | | | |
| **For further areas of learning and development and the Characteristics of Effective Learning refer to *Development Matters in the EYFS.***  **PE follows the *Barnet Reception Curriculum Plan*** | | | | | | |
| **SECULAR MUSIC**  (Follows Charanga Music Scheme) |  |  |  |  |  |  |