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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TOPIC** | Settling inTraditional Tales/fairy tales  | Around the world Festivals and celebrations | ForestPeople who help us | Growing/ChangingAnimals | 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 collectionGoldilocks and the Three BearsHere we areHanda’s Surprise (BHM) | Astro GirlBlue PenguinThe Snowman | Everywhere Bear We’re going on a Bear Hunt A Superhero Like You | No DinnerThe Ugly Duckling Anna Hibiscus’ Song | Very Hungry CaterpillarErrol’s Garden | Brave BearRuby’s Worry |
| **SUPPORTING BOOKS** | Red Riding HoodHanda’s HenHow to catch a star | Shine – all about being uniqueThe SnowdogWhatever Next | The GruffaloReal SuperheroesNon-fiction: Animals, wildlife, habitats | So MuchOwl BabiesNon-fiction: rainforest, Africa, India, chicks/ducks  | Oi collection of booksStick Man, Stanley’s StickNon-fiction:Growing & mini beasts | Tom Percival books- Ravi’s roar, Perfectly NormanDear 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 activitiesDaily Storytime**RWI speed sounds** **Set 1 (whole class)** | Individual readingDaily StorytimeMystery Reader **RWI Speed sounds and blending Set 1 (whole class)****RWI assessment & groupings**  | Individual readingDaily StorytimeMystery Reader **RWI groups (Set 1, 2 & 3, alongside books)**  | Individual readingDaily StorytimeMystery Reader **RWI groups (Set 1, 2 & 3, alongside books)** **RWI assessment & groupings** | Individual readingDaily StorytimeMystery Reader **RWI groups (Set 1, 2 & 3, alongside books)**  | Individual readingDaily StorytimeMystery 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 youOpportunities 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) |  |  |  |  |  |  |