







Reception						
TERM	AUTUMN		SPRING		SUMMER	
Whole School Theme	Relationships - Respect		Living in a wider world – Responsibility– Ambition and Citizenship		Our Dreams – Our Future	
Core Value(s) Focus	Respect and Responsibility		Curiosity and Creativity		Courage	
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is me!	Dark Days, Cosy Nights.	Story Time!	Sailing the Seas!	Marvellous Minibeasts!	Time for an Adventure!
	 <p>Do you know just how super you are? You can do incredible things. In this topic we will be finding out what makes you and your new class friends unique. We will help you to understand the similarities and differences between you and how that makes our Reception community amazing. What a great way to make new friends!</p>	 <p>Doesn't it feel nice to be cosy? In this topic we will be thinking about the changing season and the effect that has on light and dark. We will get excited about Fireworks night, and think about animals that come out in the dark! What about Christmas? Let's put on a performance for our families! And why not top off the term with a cosy Pyjama Day full of stories and hot chocolates to share?</p>	 <p>Do you love stories? This half term we are going on an adventure to Storyland! We will be learning all about Traditional and Fairy Tales. Have you heard of Jack and the Beanstalk or the big bad wolf? Keep an eye out for clues because they could appear at any time! Have you ever been to the Theatre? This half term we will be going to see a special show at the Theatre Royal!</p>	 <p>Have you ever wanted to become a pirate? Did you know that Plymouth is Britain's Ocean City? Have you ever made a pirate ship that can float or followed a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure! We will also be learning about the ocean near Plymouth, and some of the incredible creatures that live there.</p>	 <p>Let's get excited about creepy crawlies! We are going to be getting stuck into exploring all sorts of minibeasts. Do you think worms are yucky or not yucky? Do you know what caterpillars turn into? This half term we will watch our caterpillars change, before we have a special butterfly release day in our wonderful garden!</p>	 <p>Where in the world would you like to go? How would you get there? Where in your imagination would you like to go? Perhaps to the Arctic, Nepal, or even the land of cakes? This half term we are going to share lots of adventures and magical stories! We will also be going on a very special trip on the Cremyll Ferry to Mount Edgecombe for a day of beach exploration, fun activities and a picnic too!</p>
Wow Moment	Starting School	Pyjama Day and hot chocolate story time.	A show at the Theatre Royal	The beach for a rockpooling Pirate Adventure.	Our Butterfly Release Day	A visit to Mount Edgecombe on the Cremyll Ferry.
Our Key Text	You Choose By Nick Sherratt and Pippa Goodhart	Stick Man By Julia Donaldson	Jack and the Beanstalk A Traditional Tale	Never Mess with a Pirate Princess By Holly Ryan	Yucky Worms By Vivian French	The Magic Train Ride By Sally Crabtree
Our Reading Spine Texts	<ul style="list-style-type: none"> -The Rainbow Fish By Marcus Pfister - Ravi's Roar By Tom Percival - Room on the Broom By Julia Donaldson - I Like Myself! By Karen Beaumont. 	<ul style="list-style-type: none"> - Can't You Sleep, Little Bear? By Martin Waddell - Owl Babies By Martin Waddell - A Great Big Cuddle By Michael Rosen - Dasher By Matt Tavares -Moon By Patricia Hegarty 	<ul style="list-style-type: none"> - The Three Little Pigs - Goldilocks and the Three Bears. - Suddenly By Colin McNaughton - The Lion and the Mouse By Jerry Pinkney - The 3 Billy Goats Gruff 	<ul style="list-style-type: none"> - Lost and Found By Oliver Jeffers - Puffin Peter By Petr Horacek - Julian is a Mermaid By Jessica Love - Tiddler By Julia Donaldson - This is Not My Hat By Jon Klassen 	<ul style="list-style-type: none"> - The Extraordinary Gardiner By Sam Boughton. - Superworm by Julia Donaldson - Fluttering Minibeast Adventures by Jess French - The Big Book Of Bugs by Yuval Zommer 	<ul style="list-style-type: none"> - This is Our World; Isa Gilland - Oh the Places You'll Go By Dr Seuss - The Wonder By Faye Hanson - Katie Morag By Mairi Hedderwick - Coming to England By Floella Benjamin

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Love of Reading and Rhyme	- Poetry; Daily Traditional Nursery Rhymes from a ‘Special Book’ - Storytellers; Weekly Storytelling from Tiny Tales from The Theatre Royal. - Singing; Daily singing of Nursery Rhymes and children’s favourites. - Vocabulary; Talk through Stories; Ruth Miskin; Linking to Read Write Ink Phonics Scheme.					
Themed Learning	Looking closely at our features: individual characteristics (PSHE & Science) Special events in our lives; how have you celebrated? (History & RE) What can I do?: Looking at individual special skills (PSHE & RE) Self- portraits in the style of Matisse (History & Art) Friendships: thinking about our new friends and what makes them a friend. (PSHE & RE) ‘Guess Who?’ Children give clues about another child (such as hair colour) to the group. Can the children guess who they are describing? (PSHE & Science) Senses: Children use their senses to feel, smell, look at and listen to a range of objects. (PSHE & Science)	Looking at the History of Guy Fawkes and Bonfire night. Plymouth and the British Firework Championships. (History & Geography) Children to design, paint and print our own firework patterns. exploring watercolours and wax relief; developing grace in movement. Artist Edward Middleton Manigault as inspiration. (Art, DT & PD) Learning our Christmas performance pieces for an audience to see. (Music) The Christmas Story; what do Christians believe? (RE) Comparing Planets: Does everything end at the sky? How many planets are there? What are they called? Has anyone been to the moon? (History & Science) Helping myself and others to feel safe; being a supportive friend. Firework safety, keeping safe when walking in the dark. (PSHE & Science) Light and Dark: children use torches to explore light and dark. (Science)	Exploring Storyland: Program the Bee-bots to travel around the lands and find the story characters (Computing) Can we make a beanstalk that can hold the weight of our giant using just paper and adhesives? (DT) Growing Beanstalks. Planting a seed. Writing a list of things needed to grow a seed. Children plant a seed. (Science & History) Who is in the right? The giant for wanting to keep what he has earned, or Jack, for taking what he needed when he was poor? (PSHE) Shadow puppets; Create our own Theatre inspired by our trip to the theatre royal. Making music for the show (Science, Art, Drama & Music) Beanstalk facts: Children will write facts based on what they have learnt from planting their own beans and watching them grow.. (Science)	Map making: plotting treasure on a map and using techniques to make their maps look old. (Geography & Art) How to be a pirate: What do you need to be a pirate? Reading words and writing lists. (PHSE) Real pirates of the past (History) How to make a pirate hat Writing/sequencing instructions to make a hat fit for a pirate. (DT) Pirate Ships: Floating and sinking. Which materials are good for a pirate ship? (Science) Pirate Cooking: Making pirate biscuits- weighing ingredients; planning how many we need. (DT) Design a Pirate Ship: Using construction to design and build a suitable ship for a pirate. (DT) Questions, Questions: What do we already know about marine life? Children to devise questions for our visit from a Marine Biologist. (Science)	Observational drawing of Minibeasts in our local environment. (Art & Geography) Designing and building a wormery or bug hotel for our EYFS Garden (DT) The Monarch Butterfly; The Butterfly Forests of Mexico (Science and Geography) The lifecycle of a Butterfly sequencing/ making zigzag books- relating to our class butterflies. (Science & History) The lifecycle of a ladybird; Children create and label life cycles. (Science) Baby it is you: do you still look the same as when you were a baby? (PSHE, History & Science) Moving like Minibeasts; responding to music and composition. (Music and Dance)	This is Our World; Looking closely at places in our text from around the world; comparing it to Britain. Learning some words in different languages. (Geography. R.E. MFL) Bolivia; Inspired by children travelling across ravines to travel to school using ziplines; create our own using our creative area, and construction materials. compare to schooling in the UK. (Science, PSHE & Geography) Volcanic islands; experimenting with reactions! (Science) Japanese Art; Grace and movement in watercolours and inks; linking to PD ELG. (Art & Geography) Postcards to Denmark: Writing postcards/letters to our penpals (PSHE, Geography) Making Music Listening to African music and making our own instruments and dances. (Music) Reflections: Looking back over their Reception year Writing about achievements. (History & PSHE)
Role Play Enhancement	Home Corner	A dark and light tent for nocturnal animals	House of the Giant	Pirate Ship	Home Corner	Travel Agents
Love of Reading and Rhyme	Poetry; Daily Traditional Nursery Rhymes from a ‘Special Book’ Storytellers; Weekly Storytelling from Tiny Tales from The Theatre Royal. Singing; Daily singing of Nursery Rhymes and children’s favourites. Vocabulary; Talk through Stories; Ruth Miskin; Linking to Read Write Ink Phonics Scheme.					

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Key Concepts PSHE	Children develop their understanding of P.S.H.E from the onset, not only through their everyday learning, but through carefully planned PSHE, themed stories, independent and guided learning opportunities and school assemblies. Children are encouraged and supported to follow our Academy Rules and live by British Values which underpin the curriculum. Throughout their time in the Early Years, children have the opportunity to consider their own views and opinions as they are encouraged to consider those of others, for example in Autumn Term 1 they look closely at their own and each other's families. They learn about resilience, perseverance and collaboration through our teaching methods underpinned by our school values. Through their PE sessions and their daily toothbrushing they begin to understand the importance of physical health. Through PSHE they learn about eating healthily as an important factor in their own growth and development. Each and every lesson is designed by the nature of its delivery, to support children to strengthen their relationships, self awareness, self-confidence and develop skills in managing their own feelings and behaviour, making them more mindful of the feelings of their peers.		
Key Concepts Science	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. For example, in Autumn Term 1 during their 'This is Me' topic, they look closely at their own features, they learn about their body and the amazing things it can do. In Autumn 2, children learn, and are encouraged to ask questions about light and dark, the planets and stars as they explore 'Dark Days and Cosy Nights. In Spring Term 1, children learn all about plants and growth, as the plant beanstalks for Jack and the Giant. In Spring Term 2, they become Pirates and explore the science of floating and sinking as they make boats with different materials. In Summer Term 1, they learn all about Minibeasts, their life cycles, habitats and will develop their observational skills as they closely watch butterflies develop from larvae into fully-grown butterflies. Finally, in Summer Term 2, the children will explore reactions as they build a volcanic island as part of their 'Time for an Adventure' theme.		
Key Concepts History	Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. In Autumn Term 1 during their 'This is Me' topic, they remember special events such as their birthdays and other family events. In Autumn Term 2 as part of their 'Dark Days, Cosy Nights' topic, they learn about significant figures in history such as Guy Fawkes and Neil Armstrong. Throughout Spring Term 2, Children will discover that real pirates exist and learn about some pirates of the past. At the end of the Reception year, the children are introduced to the concept of a timeline as they look closely at how things change over time and how they have changed since they were born. Children are also introduced to a range of stories which promote discussions such as how clothes and toys have changed over time.		
Key Concepts Geography	Children in our Reception classes begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role play, small world play and visits to places and the high quality texts within our Reading Spine; they begin to understand that there are other countries in the world. For example, during their 'Time for an Adventure' topic, pupils learn about Bolivia, Japan, The Netherlands, Turkey and Africa; and compare weather, native animals and cultures. They begin to develop other geographical skills such as mapping and fieldwork, during their 'Sailing the Seas' topic where they create their own maps to locate treasure and conduct surveys to establish the most popular pirate name. First hand experiences and learning outside in the natural environment help them to learn about the importance of caring for our planet and lays the foundations for developing an understanding of physical and human geographical features of the world.		
Key Concepts R.E	Children in our Reception classes are prepared for future R.E. learning throughout their everyday curriculum. As they learn alongside each other, they learn tolerance, kindness and sensitivity. Children are always encouraged to ask questions, articulate their ideas and listen to others' opinions and beliefs in a respectful manner. For example, in Term 1 during their 'This is Me!' topic, children discuss their families and special events in their lives; they share how they celebrate events and begin to understand that there are differences between the way in which families live. They look at what makes them unique and what makes their friends just as unique. In Term 3.2, during their 'Time for an Adventure' topic, they learn about the lives of children in countries around the world, and make comparisons to their own lives and ways of living. Through carefully planned PSHE sessions and Assemblies children learn that different communities have different ideas, values and identities.		
	Religions in our community.	Religious Buildings	Similarities and differences between religions and communities
	Celebrations for Christians Christmas and Easter Stories.	Festival of Lights Celebrations of Judaism, Hinduism and Sikhism.	Celebrations for Muslims Eid and Ramadan Stories

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Key Concepts Art	<p>Children in our Reception classes develop a love of art through their imaginative play as well as through guided sessions. Children are encouraged not only to express themselves freely by exploring and creating with a variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely. For example, in Autumn Term 1 as part of their ‘This is Me’ topic children learn to paint in the style of great artists such as Matisse when they paint self-portraits. In Autumn Term 2 they learn how to correctly use watercolours and pastels as they paint fireworks inspired by the work of painter Edward Middleton Manigault. In Summer Term 5 as they look closely at Minibeasts they will learn about the importance of thick and thin paint brushes to create an effect to create observational paintings and drawings. Throughout the year, the children will also be drawn to observe and be inspired by the quality of illustration in our reading spine quality texts.</p>					
Key Concepts Design & Technology	<p>Children in our Reception classes begin to develop their understanding of Design and Technology from the very beginning. Through the safe use of scissors, paintbrushes, playdough modelling tools and construction, children learn ‘the best tools for the job’. Throughout the year, children have access to a well resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. In Spring term 1 the children design the best way to make a beanstalk using paper and adhesives, and are encouraged to articulate a rationale for their designs. In Term 3, the children design, make, sail and evaluate their own pirate ships. In Summer Term 1, the children will be designing and building their own wormeries and bug hotels, selecting the tools they need to join their components together. Throughout the year, we will encourage children to plan and critically evaluate their ideas, help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>					
Key Concepts Computing	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner through the use of Bee-Bots and iPads. Children will use technology to support their fine motor, maths and research skills and to follow their own interests. They will discover further information within our learning themes by learning how to become safe researchers. Throughout the year, children will begin to understand the scope of technology; for example when they use Google Earth to look at a view from space as part of their ‘Time for an Adventure’ topic. They will access experiences within the wider world through carefully selected media, thus enriching their cultural capital. The planned experiences and opportunities that the children encounter provide them with firm foundations to build upon their knowledge and develop digital literacy for future learning.</p>					
Key Concepts Music	<p>Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children’s understanding of pattern, in Autumn Term 1 and Spring Term 2 children learn dance as part of their P.E. lessons and in Summer Term 2, as part of their ‘Time for an Adventure’ topic children listen to and recreate African music. In addition to this, children in Reception have weekly singing assemblies where they learn to perform a mixture of modern and traditional songs. Children are also taught key musical concepts and experience a wide range of musical genres through our weekly music lessons. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1.</p>					
Maths	Number Sense Units 1-7 Daily Provision; Self-Register 10’s Frame; How many? people are here today	Meticulous Maths Number Units 8-14	Meticulous Maths Units 15-20	Meticulous Maths Units 21-27	Meticulous Maths Units 28-34	Meticulous Maths Units 35-39
Music - Charanga	Charanga- Me!	Charanga- My Stories	Charanga- Everyone!	Charanga- Our World	Charanga- Big Bear Funk	Charanga- Reflect, Rewind and Replay

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PE; Cambridge Scheme	Dance; On Parade!	Gymnastics; Fun Gym Shapes and Actions	Games; Fundamental Multi Skills.	Dance; Toys!	Gymnastics; Move and Hold	Gymnastics and Sports Day Games.