

Reception	Term 1 Let's Explore! (Driver UTW)	Term 2 Me and My Community (Driver PSED)	Term 3 Big Wide World (Driver UTW)	Term 4 Dangerous Dinosaurs (Driver UTW)	Term 5 Once Upon a Time (Driver Literacy)	Term 6 On the Beach (Driver UTW)
PSED Personal, emotional and social development	This topic is designed to support the transition into Reception. It enables the children to explore their new setting and feel safe and secure with new adults and routines. During this term, there are lots of opportunities to take turn and share. Hopton Bear will help us with this! We will explore ourselves, looking at our emotions and how we are feeling. We will make faces to show how we feel and talk about how this makes us feel. We will look at pictures of us and Hopton Bear doing things we enjoy. We will talk about how this makes us feel.	Marvellous Me! Children to talk about themselves and their families in a positive way. Compare ourselves to others, how are we similar and different? Think about things that are special to us, can we bring them in and share them with the other children, telling each other why they are special to us. We will talk about friendship and how we can be good friends. We will have visitors to school, people from our community who help us. We will ask questions and share our thoughts confidently.	We will continue to take turns and play together. In this unit we will learn games from around the world. We will play them together. We will continue to support the children with their social and emotional development, using emotion coaching within their free play when situations arise.	Begin to extend our attention by watching longer pieces of information. Watch the dangerous dinosaur video and discuss what we have watched, new vocabulary and ask questions. Work collaboratively to create a dinosaur land using natural play items. Can the children extend their play together. Share 'Tyrannosaurus Drip!' Talk about how the characters are feeling, and their differences. What could they do differently?	Fairy tale snap! Can we play together, take turns and share. Using the story of Goldilocks, discuss why it is important to eat a healthy breakfast. Make porridge to share, children to listen to safety rules before helping. (links to science) Who's that trip trapping over my bridge! Talk about the story of the three Goats. How did they all behave? What could they have done differently?	Support children in provision who need help with self regulation. Encourage good sharing and turn-taking when adults aren't present. Where space is limited for activities, encourage children to be resilient and come back later to have a turn. Talk about keeping ourselves 'safe' in the sun. How can we keep cool if it gets too hot? Think about how we can protect the planet. Why is it bad to litter the ocean. How do other people feel about this? (Somebody Swallowed Stanley)

Communication and Language	Drawing Club! Every week we will learn 10 wonderful words. We will use them throughout provision and develop our vocabulary through drawing club activities. We will explore our school environment, going on a sensory walk, taking care to listen to what we can hear. We will share the book, 'In every house on every street'. We will talk about our own houses and share our thoughts about our own homes and what we like to do there. We will talk about places we would like to explore! What would they look like? And what would we do?	Drawing Club will continue. Recap and revisit prior vocabulary and find ways to use this within daily provision. We will welcome visitors from the local community to share their roles with us. We will listen attentively and ask questions about what we have heard. We will role play being the police, fire fighters etc. We will explore the local area and talk about what we have seen, and where we have been.	Drawing Club will continue. Recap and revisit prior vocabulary and find ways to use this within daily provision. Read 'Penguin on holiday', talk about the two holidays penguin and crab have. Compare similarities and differences. We will read stories from other cultures, comparing them to aspects of our lives. Read Fatou, Fetch the water. Make a story map so that we can retell the story.	Drawing Club will continue. Recap and revisit prior vocabulary and find ways to use this within daily provision. Listen to a range of fiction and non fiction books about dinosaurs. Discuss vocabulary and begin to use this in everyday talk. Invite Dino4Hire into school and have a dinosaur workshop. What can the children recount, remember? Can they ask interesting questions? In provision, children to have access to pictures and information. Can they make a quiz to share facts with each other.	Drawing Club will continue. Recap and revisit prior vocabulary and find ways to use this within daily provision. Children to have a visit from Cinderella. Can they sit and respond appropriately within the whole class. What can they remember that Cinderella told them? Talk about our favourite fairytales. Compare them and say which ones we like or dislike. Encourage the children to share their opinions. Talk about what's happening. Children to have a life cycle in the class, frogs/ caterpillars or growing plants. Children to be encouraged to	Drawing Club will continue. Recap and revisit prior vocabulary and find ways to use this within daily provision. Opportunities to role play sea voyages, trips to the beach etc. Children to communicate their thoughts and ideas to develop their own stories and ideas about where they are off on an adventure. Play listening games such as 'Captains Orders'. Children have to listen and follow instructions. Read 'The Sea Saw'. Investigate vocabulary and begin to innovate the story, changing it to make up our own sea tale.

					observe and talk about what they can see happening. (links to science) Talk about changes we see with our seeds growing. Think about vocabulary we can use to describe changes.	
Physical Development	We will follow the scheme 'Power of PE'. The first unit is Autumn. During this unit we will explore space as we move around in different ways. We will play games planting seeds and collecting the harvest. We will develop our throwing and catching skills using beanbags and large balls. In our continuous provision, we will explore obstacle courses, making them using large blocks and planks.	We will follow the scheme 'Power of PE'. The second unit is called, 'People Who Help Us!' In this unit we will run into spaces, avoiding obstacles. We will continue to develop our throwing and catching skills, putting this into practise during games. Throughout continuous provision, there will be opportunities to be active.	We will follow the scheme 'Power of PE'. The Third unit is called 'The Jungle'. In this unit we will develop our throwing, kicking and catching. We will learn to balance. We will experiment with different ways of moving. We will explore different dances from different cultures, inviting visitors into school to teach us different dances, e.g. African dance and drumming.	We will follow the scheme 'Power of PE'. This term, the unit is named, 'Dinosaurs!'. We will continue to develop our co-ordination skills and our balance. We will play games that focus upon throwing and kicking and spatial awareness. In the digging area, the children will dig for dinosaur bones and fossils. We will make split pin moving dinosaurs (links DT). Cutting, sticking	We will follow the scheme 'Power of PE'. This term, the unit is named, 'growing'. This unit focusses upon team games using the skills we have developed over the year so far. Using small parts, children to decorate the gingerbread man. Create magical wands and dances to music such as fantasia. (links to music) Create fairy tale costumes to	We will follow the scheme 'Power of PE'. This term, the unit is named, 'Under the Sea'. Play stuck in the mud. Encourage children to think of different ideas to help un-stick their friends. Create dances linked to 'The Aquarium' from Carnival of the animals. Watch videos of sea creatures to inspire our movements. Set up and play beach games such

	We will start to develop our balancing using the balance bikes and trikes. We will have lots of opportunities to make marks, on paper, blackboards, using paint and on the interactive whiteboard. Playdough is integral for developing our finger strength and manipulation skills. Children will be able to create a wide range of things using playdough.		Gross and fine motor skills will continue to be developed through continuous provision and changing enhancements.	and using a range of tools. Using playdough or clay, create fossils using imprints of bones, shells, feathers etc.	support role play. Children to cut and colour materials and join them together.	as boules and volleyball! Learn country dancing moves and try to them to songs such as the sailor's hornpipe. Opportunities to cut out shapes, linked to art. Opportunities in provision to focus upon correct letter formation.
Literacy	Initially, we will recap Phase 1 whilst the children settle into Reception. As well as recapping their oral literacy, it will enable the children to have opportunities to sit on the carpet as a group and listen to the adult. As soon as the children are all in	During this term, we will complete Phase 2 and recap any tricky sounds to ensure all children are ready to progress to Phase 3. Drawing club will continue to provide daily opportunities to write secret code words.	We will start Phase 3 this term. Drawing club will continue to develop writing opportunities as we build up our secret code-word to a secret code caption. We will recount experiences such as African dancing,	We continue with Phase 3 this term. Drawing club will continue to develop writing opportunities as we build up our secret code-word to a secret code caption. Write speech bubbles to show what we would like to learn about	We continue with Phase 3 this term. Drawing club will continue to develop writing opportunities as we build up our secret code-word to a secret code caption. Share lots of fairytales, talk about them and	Phase 4 phonics or recap phase 3. Drawing club will continue to develop writing opportunities as we build up our secret code-word to a secret code sentence. School trip to the Beach, write a

Spine Texts	together, we will start Phase 2. We will use the TWINKL phonics program as our driver. Activities linked to our reading Spine books and drawing club will support and promote reading and writing activities.	We will create a friendship recipe, and write about what we did. In continuous provision, police officers can write tickets for speeding bikes. We will write a list of things we have found stolen by Burglar Bill.	and write about what we did. In continuous provision children will have opportunities to make marks. We will look at places abroad in 'The Penguins Holiday', and will write postcards sharing what we have done or seen.	dinosaurs. Put them on display. We will make fact books about dinosaurs, adding pictures and captions. Watch Andy's dinosaur adventures, what can we remember about the dinosaur. Can we write a sentence to share facts we have learnt.	put the events into order. Children to create fairy tale books based upon stories they know, writing simple sentences and captions. Can we describe characters from fairytales. WANTED- can we make a poster to find the big, bad, wolf!	recount of our experience. Create information posters and books about the seaside, staying safe in the sun and the sea etc. Have visits from SARA to talk about water safety. Write about our experiences.
	'Press Here', Herve Tullet 'Where the Wild things are', Maurice Sendak 'In Every House on Every Street', Jess HITCHMAN	'Burglar Bill', Janet and Alan Ahlberg 'Once there were Giants', Martin Wadell 'Peepo', Janet and Alan Ahlberg	'Penguin on Holiday', Salina Yoon 'Fatou, fetch the water', Neil Griffiths 'Clean Up!', Nathan Bryon and Dapo Adeola	'If I had a dinosaur', Gabby Dawnay 'Dear Dinosaur', Chae Strathie 'The girl and the dinosaur', Hollie Hughes.	'The Three Little Pigs', Nick Sharrat 'There is no Dragon in this story', Lou Carter 'Jack and the Beanstalk'	'Who's Hiding at the Seaside', Katherine McEwen 'Somebody Swallowed Stanley', Sarah Roberts. 'Come Away from the Water Shirley', John Burningham.
mathematics	We follow the NCETM mastering Number scheme of work. This term, we will focus upon numbers 1-4. We will use subitising to see amounts. We	We follow the NCETM mastering Number scheme of work. This term we will extend on to number 5. We will build upon our knowledge	We follow the NCETM mastering Number scheme of work. This term, pupils will continue to develop their subitising and counting skills and	We follow the NCETM mastering Number scheme of work. This term, pupils will continue to develop their subitising and counting skills and	We follow the NCETM mastering Number scheme of work. This term, pupils will consolidate their counting skills, counting to larger numbers and	We follow the NCETM mastering Number scheme of work. This term, pupils will consolidate their counting skills, counting to larger numbers and

	will start to practise writing 1-4 as we explore each number. We will play counting games and sing songs to recall the order. We will start to learn about making amounts, 2 is one and one more.	from term. We will continue to subitise and represent amounts using our fingers. We will spot smaller numbers within larger ones. We will develop our counting skills and cardinality.	explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.
Understanding the World	We will explore the story, 'We're Going on a Bear Hunt'. We will use this to make a map of the families journey. (links Geog) We will explore our school and take photographs of the different places and staff we meet. (link computing) We will make maps of the places we visited in the school and talk about how our map will help someone else explore the classrooms and find their way round.	We will go on a walk around the local area, finding some well known landmarks. We will take pictures of what we can see. (link computing/ geography) We will look at how we have changed since starting school. What can we do differently, that we couldn't do at nursery? (link history) We will have visits from people in the community who help us. We will talk about different jobs that people in our community do.	Read, 'Our World: A first book of geography. Look at the globe, can we find where we live? (link Geog) Look at Google Earth, notice land and sea. Can we find countries we know? What about oceans? (link geog/ computing) Explore animals around the world. Think about climate, why do some animals only live in certain places? (link geog/ science) Create large maps, can we use the floor turtle/ remote controls to travel	Look at the life of Mary Anning. (link to history) Go on an adventure with Andy, millions of years into the past. How can we learn about the past? (links to history) Using torches, create dinosaur shadows. Working together, can we draw around the dinosaurs to create a group picture? (links to science and art) Use the ICT program Dinosaur Discovery. Can the children safely explore the	We will grow beans and observe what happens to the seeds. (links to science) We will make a bridge for the three goats to get across the river. (links to DT) We will look at Royalty in stories and real life. Why do we have Kings and Queens (links history) We will look at clothes in the past, worn in fairytales. How have our clothes changed over time? (links history)	'Who's Hiding at the Seaside', use tablets and laptops to find out which animals live at the beach or in the sea. (links ICT and science) Investigate crabs. What do they eat, where do they live? (link Science) Seaside holidays in the past. Look at old photos and resources talk about similarities and differences. Learn about the life of Grace Darling and her rescue. Link to visit from SARA and water safety.

	We will talk about places in the local area that we have explored with our families. (link Geog) We will look at places nearby and see how they have changed over time. (link geog and history) We will learn about an explorer from the past. Matthew Henson. This will link us into our next topic area. (link history and geography)	We will learn about when/ how to call the emergency services. We will think about road safety, to ensure we are able to keep ourselves safe on our walk around the local area. We will learn about different celebrations during this time of year: Remembrance/ bonfire night/ Christmas. We will think about how we celebrate special occasions. (link to history/ RE)	from one place to another? (link Computing) Share pictures of children from around the world. Compare places we live, how we get to school etc. Create food from around the world, pizza from Italy, Caribbean fruit kebabs etc (link DT)	software. (links Computing) Read the letter from T-Rex describing his home. Using our previous map making skills, can the children create a map to represent the dinosaurs home. (link geog) Freeze dinosaurs in water balloons. How can we get them out? (link science) What did dinosaurs eat? Discuss herbivores, carnivores and omnivores. (links science)	Read the Princess and the Pea. Can we make a bed for the princess to sleep on, which material will be best? (links science) Snow white sleeps for 100 years, how does the castle change whilst she is sleeping. How would the flowers change? (links science)	Investigate floating and sinking. Can we use a range of materials to make a boat and see how long it will float! (links to science) Looking after the coastline, rubbish, and our responsibilities to the planet. How can we encourage others to look after the beach and sea.
Expressive arts and design	We will explore ourselves and paint self portraits. (link art) We will explore colourful homes, and use a range of materials to create our own colourful homes. (link art) In music we will use Kapow. This term we will be exploring pitch,	We will explore colours creating bonfire night/ firework pictures. (link art) We will create emergency vehicles, using different materials/ construction. (link to DT) We will create remembrance day	Explore artists from other countries, looking at pattern, texture and colour- Alma Thomas. Create animals from around the world, using technology to 'paint' and draw. Create habitats in small world for different animals to	Learn songs about dinosaurs, can the children perform them in groups. Explore what dinosaur skin might have looked like. Use a range of textures to create rubbings and prints. (links art) Work collaboratively to	Sing songs from Disney films. Can the children join in and perform them to each other? (links music) Can we help the little pigs make new houses? What will we make them from? (links science and DT)	Learn about Henri Matisse- Les Betes De La Mer. (links art) Using small world characters, children to make up their own stories using the characters and resources.

	making high and low sounds. We will use instruments to create different sounds. In continuous provision, children will have lots of opportunities to develop role play skills and to act out stories shared in class and in drawing club. Children can create stories through the small world area, and can use the natural resources to create different places.	prints, using stamps to create poppies. (link DT) We will create transient art poppies, using a range of different materials. (link art) We will role play teachers, doctors, police and fire fighters.	live in (links science) Create aboriginal art. Learn about the meanings of shapes and patterns and use these to create pictures. Look at images of the Earth from space. Encourage children to use a range of media to create their own pictures. We will explore instruments from other cultures.	create junk model dinosaurs. (link DT) Can the children join materials in a variety of ways. Using dinosaur puppets, can the children retell stories or create their own versions.	Can we make Cinderella a crown for when she marries the Prince? Puppet theatre, can the children create their own fairytales or retell ones they have heard. Create story maps to help with the retelling.	Look at work by different artists- Degar, Monet, Cox and have a go at creating our own paintings. Create sea pictures using kinetic sand and moulds. Add loose parts- shells, pebbles etc. Create textured paintings using sand and paint mixed together. Learn seaside songs and rhymes together. Can we perform them? (links music) Create starfish using different materials. Create fish prints using foam – link to Esher.