

Reception topic Cycle 2014-2015

	Autumn Term 2014		Spring Term 2015		Summer Term 2015	
	'Marvellous Me!'	'A walk in the woods!'	'We're going on a Bear hunt'	'Once Upon a time...'	'Spring in the Garden'	'Out and about'
PSED	<p>SEAL- New beginnings.</p> <p>Settling in, learning routines and location of resources in both classrooms.</p> <p>Paired work and small group work to promote confidence in building relationships.</p> <p>'Name games' and 'circle time' games to introduce children to each other.</p> <p>Plan in time for adults to talk/share equipment with children and get to know likes and dislikes of individuals.</p> <p>Books about feelings - how can we identify them?</p>	<p>SEAL –Getting on and falling out.</p> <p>Accessing resources independently and return once finished.</p> <p>Teach children 'Steps' for resolving conflicts on their own.</p> <p>Stories / books about friendships and resolving conflict</p> <p>Changes to routine whilst practising Christmas Play.</p>	<p>SEAL –Going for Goals</p> <p>Games involving sharing or turn taking.</p> <p>Challenging, open ended activities - encourage children to persevere.</p> <p>Stories / books about sharing/taking turns/following the rules etc.</p>	<p>SEAL –Good to be me!</p> <p>Make up rules for simple games.</p> <p>Books about morals and decision making</p>	<p>SEAL –Relationships</p> <p>Caring for insects/plants.</p> <p>Fair / unfair</p> <p>Stories / books - controlling feelings</p>	<p>SEAL –Changes</p> <p>Celebrating achievements - Sports Day, Graduation, Class Awards Ceremony - children to select and award friends medals for particular achievements e.g. friendliest child in class, best computer expert, most helpful, best tidier upper etc.</p>
C&L	<p>Developing confidence in sharing their ideas and speaking to others.</p> <p>Using</p> <p>Using tenses, sentence structure</p> <p>Following instructions - one and two part sequence.</p> <p>Share stories with pictures and props - ask children to answer simple questions and recall basic characters and structures.</p>	<p>Listening to others and speaking in full sentences.</p> <p>Sentence structure - 3 part sentences</p> <p>Use of prepositions - follow and use appropriately.</p> <p>Giving and following directions.</p> <p>Following instructions.</p>	<p>Listening and responding to others.</p> <p>Sharing ideas in small groups.</p> <p>Listening to stories without pictures or props - CD/Hidden screens etc.</p> <p>Role Play language.</p> <p>Understanding humour - rhymes, jokes etc.</p>	<p>Using <i>wow</i> words to make our sentences more interesting.</p> <p>Exploring new words</p> <p>Describing objects.</p> <p>Telling stories - alternative endings, sequencing sentences.</p>	<p>Asking appropriate questions –who, what, why. Where, how.</p> <p>Extending sentences.</p> <p>Asking and answering questions.</p> <p>Performance language - reciting poems and stories.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Connecting sentences - extending narratives.</p>

<p>PD</p>	<p>Jumping, running, climbing skills.</p> <p>Pencil grip / Scissor skills</p> <p>Using one handed tools and equipment - hammers, paintbrushes, pencils etc.</p> <p>Using construction kits such as Lego, Sticklebricks etc.</p> <p>Encourage hand washing/Toilet routines</p>	<p>Different ways of moving and balancing Vocabulary related to movement</p> <p>Malleable materials - stretching, squeezing etc. playdough, clay.</p> <p>Change for PE / Fasten coats independently</p>	<p>Ring games and playground games involving changes of direction etc. Jumping off an object and landing appropriately. Begin to form recognisable letters - letter formation practise. Using one handed tools such as paintbrushes etc. Handling large construction materials. Develop awareness of healthy eating</p>	<p>Creating dance sequences and performing to class. Improve catching, throwing and dribbling skills using large balls. Introduce weaving and sewing skills - lacing cards, binka etc. Building more complex models with construction kits - Lego, toy wood, hammer and nails etc. Using tools - gardening tools e.g. spades, trowels, etc. Egg and spoon races Improving letter formation - writing on lines.</p> <p>Develop greater awareness of keeping healthy e.g. physical exercise, sleeping routines etc.</p>	<p>Maypole dancing - weaving in and out. Uses simple tools to effect changes to materials. Using one handed tools safely e.g. potato peelers, hammers, clay tools. Encourage children to judge risks and tackle new activities safely.</p>	<p>Improve skills in ball games such as tennis, hockey etc. - travelling with a ball, target practise etc.</p> <p>Engaging in activities related to Sports Day - moving in different ways, negotiating space etc.</p>
<p>Literacy</p>	<p>Phase 1/2 Phonics</p> <p>Rhyme and alliteration</p> <p>'Mark making' to represent writing through role play</p> <p>Beginning to write their name.</p> <p>Phase 1/2 Phonics</p>	<p>Phase 2 Phonics</p> <p>Stories about Woodland animals i.e. hedgehogs , squirrels, owls, Percy the Park Keeper etc.,</p> <p>Beginning to write c.v.c words and simple tricky words.</p> <p>Writing signs & labels for models.</p>	<p>Phase 2/3 Phonics</p> <p>Bear stories i.e. 'Were going on a Bear Hunt' Whatever Next etc</p> <p>Writing simple captions and sentences.</p> <p>Gaining in confidence to writing using the sounds they have learnt in Phonics.</p>	<p>Phase 3 Phonics</p> <p>Traditional tales i.e. Little Red Riding hood. Sequencing stories.</p> <p>Children's favourite stories.</p> <p>Writing - Invitations. Spells Speech bubbles.</p>	<p>Phase 4 Phonics</p> <p>Look at Non-Fiction books –finding out about minibeasts. using them outdoors.</p> <p>Writing signs/labels for role play.</p> <p>Writing invitations to the Ugly bug ball.</p> <p>Writing descriptions of insects</p>	<p>Consolidation –Phonics</p> <p>Pirate stories</p> <p>Transport stories</p>

<p>Mathematics</p>	<p>Counting to 10/20 – Counting down from 10-0. Number songs/rhymes.</p> <p>Recognising numerals and matching numerals to the number in a set. Ordering numbers to 10. 2D shapes- describing and naming. Repeating Patterns. Adding one more. Simple addition/subtraction story of 5.</p>	<p>Counting. Matching numerals to the number in a set. Understanding 0 is an empty set. Measures -length and Height –Putting 3 objects in order of length/height. Using non-standard units. 3D shapes –printing and making models. Money –recognising coins. Using money in role play. Time-Days of the week. What is a minute?</p>	<p>Counting to 10/20. Counting down from 10. Ordinal numbers. Estimating. 2D shapes –sorting and describing. Symmetrical patterns. Data Handling. Pattern Addition to 10. Subtraction within 10.</p>	<p>Adding 1 more/2 more to 10/20. Counting on. Measures-Weight – heavier/lighter and non-standard units. 2D & 3D shapes –sorting 3d Shapes. Counting and comparing numbers. Money and real life problems in role play. Time – Key times in the day. Months of the year.</p>	<p>Counting to 100. Addition & Subtraction to 20 –counting on. Finding 1 more/1 less. Pairs with a total of 6 or 7. Doubles. Sorting 2D shapes to set criteria. Data Handling Pattern –Counting in 2's.</p>	<p>Counting and comparing numbers to 100. Missing number tracks. Measures-capacity – More/less 3D shape Following directions. Recognise coins –addition and subtraction involving money. Time –What can we do in a minute?</p>
<p>UW</p>	<p>Celebrations - Harvest, Lincolnshire Day.</p> <p>Sharing news/significant events.</p> <p>Our Five senses.</p> <p>Introduction to investigation Area.</p> <p>Finding out about our school and who works here.</p> <p>People who help us.</p> <p>Introduce children to ICT equipment.</p>	<p>Celebrations - Bonfire Night, Halloween & Christmas</p> <p>Day & night information books.</p> <p>Dark den –torches, circuits etc.</p> <p>Introduce digital cameras.</p> <p>ICT programs Education City/2Simple.</p>	<p>Celebrations - Chinese New Year.</p> <p>Winter</p> <p>Using Beebots and microphones.</p>	<p>Celebrations - Shrove Tuesday, Mother's Day, Easter.</p> <p>Easter Egg hunt.</p> <p>Changes to materials.</p> <p>Making porridge</p> <p>Signs of Spring. Making chocolate crispy cake nests.</p>	<p>Celebrations - May day –using the Maypole.</p> <p>Going on a Minibeast hunt.</p> <p>Planting seeds /plants in the outdoor Area.</p> <p>Lifecycle of butterfly, frog, chick etc.</p> <p>Visit from Zoo lab??</p> <p>Visit to HOMEBASE.</p>	<p>Celebrations –Graduation</p> <p>Bonfire Night, Trip to White Post Farm/Belton.</p>

<p>EAD</p>	<p>Self-portraits.</p> <p>Introduce Role play, construction, small world and creative areas in class.</p> <p>Home corner role play.</p> <p>Experimenting with colours in craft area - painting using prime colours.</p> <p>Joining in with dancing and ring games.</p> <p>Small world play - building stories using small world characters.</p>	<p>Learning songs for the Christmas play.</p> <p>Role play –adults to model language.</p> <p>Exploring the sounds of musical instruments.</p> <p>Colour mixing.</p> <p>Christmas cards.</p>	<p>Acting out Bear stories.</p> <p>Dancing to Chinese New Year Music with scarves.</p>	<p>Making masks.</p> <p>Storybook cottage role play</p> <p>Making castles using construction/junk modelling.</p> <p>Cinderella's ball.</p> <p>Introduce Performance area.</p> <p>Easter cards/Mothers day cards.</p>	<p>Role play areas –Garden Centre/Flower shop.</p> <p>Minibeast Café in the mud Kitchen.</p> <p>Ugly bug ball at the end of the topic –dressing up and dancing to music.</p>	
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