

RECEPTION	Term 1		Term 2		Term 3	
Topic title	I am a hero	Colour my world	Another world	And away we go	Exploring our world	Shiver me timbers
Themes	Healthy Me Superheroes Friendship Well-being	Traditional Tales Fireworks Christmas	Frozen Planet Space Dinosaurs	Transport	Jungles Garden – minibeasts/plants	Pirates Seaside Under the Sea
Key Events	Grandparents day? Harvest	4/11 - Diwali 5/11 – Bonfire Night 11/1– Remembrance day Christmas	1/2-Chinese New Year 14/2 – Valentine’s Day	1/3 Pancake Day 3/3 – World Book Day 27/3 - Mother’s Day 17/4 - Easter	St George’s Day	19/6 – Father’s Day Graduation?
Key Texts  (Including but not limited too)	Colour Monster goes to school Supertato Wiffy Wilson the wolf who wouldn’t wash Tiger who came to tea	Trad Tales Nursery Rhymes The Jolly Christmas Postman Stickman	Lost and Found Look Up! My Pet Star Whatever Next! Tyrannosaurs Drip	The Naughty Bus The Train Ride Mr Gumpy’s Motor Car Mrs Armitage on wheels	Rumble in the Jungle Giraffes can’t Dance The Very Hungry Caterpillar Mad about Minibeasts Here We Are	The Night Pirates 10 little Pirates Pirates love Underpants Billy’s Bucket Bear’s Adventure Commotion in the Ocean The Snail and The Whale
PSED	Circle time – Health and Wellbeing		Circle time - Relationships		Circle time – Living in the wider world	
<b>GOALS – To become an Independent Individual</b>  <b>To become a Fantastic Friend</b>	<i>Settling in to school</i> <i>Learn about Mr Potato Head’s Behaviour Guide</i> <i>Making new friends</i> Meet Hugo and David– learn how to look after our class pets Meet new staff – start to develop relationships New routines Dawley core values – Love, Hope, Peace, Trust		Plan, do, review – develop understanding and engaging with a partner in learning		Belonging to a community, looking at the local area. Plan, do, review – listen to other people’s reviews and ask relevant questions	
Ongoing skills	Continue to build relationships with others, see themselves as a valued individual To be ready to learn, be safe and be respectful to others Take turns, sharing and showing sensitivity to others					
Key vocab (including but NOT limited to)	Respect, unique, emotions, celebrations, gift, decorate, festive Friendship, love, courage, peace, hope, trust Empathy, positivity, happiness, determination, sportsmanship,					

CL  <b>GOAL - To become a Confident Communicator</b>	Start conversations Use talk to organise play	Articulate ideas and thoughts in well-formed sentences Make predictions what might happen Develop 2 way conversations with others	Plan, do, review – listen to other people’s reviews and ask relevant questions Engage in conversation to explain what they have done and how they have done it			
Ongoing provision	Learning new vocabulary – word of the week display Listening skills Develop ability to use social phrases, from good morning/afternoon, to choosing own dinner at lunchtime Learning class prayers – lunchtime, end of the day Circle time -					
PD  <b>GOALS – To be an Amazing Athlete</b>  <b>To become a Talented Tool User</b>	Gross Motor- Lining up and queuing Personal hygiene – washing hands, brushing teeth Development of posture – Cosmic Yoga Outdoor area – safety using climbing frame  Fine Motor - Mealtimes – practise knife and fork in playdough Dough gym? Scissors – making snips	Gross Motor- Ball skills – throwing, catching, kicking, passing, batting, aiming Digging, pouring in sand/water  Fine Motor - Using a range of equipment in learning – Scissors – curved lines and regular shapes tweezers droppers	Gross Motor- Develop confidence , precision and accuracy when using a ball in play Skills for Sports day  Fine Motor - Scissors – irregular shapes Weaving Pencil grip			
Ongoing provision	Weekly P.E lessons Yoga sessions Each lunchtime practise with knife and fork Funky finger challenges					
Literacy  <b>Pupils to be set for RWI sessions from wk 3 Autumn term</b>  <b>GOALS – To become a Brilliant Bookworm</b>	Revisit phase 1 skills Listening Discrimination of sounds Initial sounds Name writing Clapping in syllables  Fine motor- pencil control  Listen to stories and retell	Set 1 phonics – initial sounds  Letter formation  Writing initial sounds and basic CVC labels  Retell stories through small world and role play  Describe events in familiar stories and predict events (join in)	Recap Set 1 Introduce Set 2  Letter formation  Initial sounds and CVC labels (extend to captions)  Draw vocabulary and knowledge from non fiction books and stories	Set 2  Labels and captions  Short sentences- finger spaces, full stops and capital letters  Draw vocabulary and knowledge from non fiction and use throughout the day in different contexts	Set 3  Captions and sentences  Use and understand new vocabulary from stories, poems and non fiction  Discuss what they know/ have found out  Sequence and retell stories	Set 3  Sentences- finger spaces, caps letter, full stops  Use and understand new vocabulary from songs and stories  Sequence and retell stories  Adapt narratives

To become a Wonderful Writer						
Ongoing skills	<p>Letter formation Name writing Fine motor activities linked to correct pencil grip Phonological awareness games – syllables, seg/blending instructions</p>					
<p>Maths</p> <p>WRM</p> <p>GOAL – To become a Master of Maths</p>	<p><i>Count objects, actions, and sounds.</i> <i>Subitise</i></p> <p>Matching. Sorting &amp; Comparing Comparing amounts Comparing size, mass &amp; capacity Exploring pattern - making simple</p>	<p><i>Explore the composition of numbers to 10</i> <i>Subitise</i> <i>Automatic recall number bonds 0-5</i></p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time- night and day</p>	<p><i>Explore the composition of numbers to 10</i> <i>Subitise</i> <i>Automatic recall number bonds 0-10</i></p> <p>Introducing zero Comparing numbers to 5 Composition of 5</p> <p>Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time</p>	<p><i>Explore the composition of numbers to 10</i> <i>Subitise</i> <i>Automatic recall number bonds 0-10</i></p> <p>Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.</p>	<p><i>Explore the composition of numbers beyond 10.</i> <i>Subitise</i> <i>Automatic recall number bonds 0-10</i></p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA  Sunflower Challenge</p>	<p><i>Explore the composition of numbers beyond 10.</i> <i>Subitise</i> <i>Automatic recall number bonds 0-10</i></p> <p>Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships</p>
Ongoing skills	<p>Daily counting of lunches How many children are here today? Class count after playtimes Counting rhymes for tidy up time, getting in a circle Book voting – counting and comparing totals</p>					
Understanding the World	Past and Present –	Past and Present– Famous people – Guy Fawkes	Past and Present– Dinosaurs	Past and Present – Ironbridge	Past and Present – St George’s Day	Past and Present – How I have changed since Sept – Height, what can I do now?

<p>GOALS – To become an Exceptional Explorer</p> <p>To become a Compassionate Citizen</p>	<p>How I have changed (baby to now)</p> <p><b>People, Culture and Communities –</b> Talk about our families Talk about people who help us Similarities and differences in class</p> <p><b>The Natural World –</b> Season – Autumn Class rabbit – Hugo Harvest Our bodies</p>	<p><b>People, Culture and Communities–</b> Diwali/Christmas celebrations Visit to Holy Trinity Church Special places – war memorial</p> <p><b>The Natural World –</b> Investigate colour fireworks</p>	<p><b>People, Culture and Communities–</b> Antarctica vs Telford Chinese New Year Valentine’s Day</p> <p><b>The Natural World –</b> Freezing and Melting Cold Weather</p>	<p>Modes of transport – changes over time Steam railway Famous person – Captain Matthew Webb</p> <p><b>People, Culture and Communities –</b> Where is the Ironbridge? Where is Telford? Easter</p> <p><b>The Natural World –</b> Seasons – Spring Materials Floating/Sinking</p>	<p><b>People, Culture and Communities –</b> Our local area Looking at maps Drawing own maps</p> <p><b>The Natural World –</b> Seasons – Spring Planting seeds – lifecycle Minibeasts – lifecycle of caterpillar</p>	<p>How has school changed over the years? Visit to Blists Hill?</p> <p><b>People, Culture and Communities –</b></p> <p><b>The Natural World –</b> Seasons – Summer Magnets – how to attract treasure</p>
<p>Ongoing provision</p>	<p>Seasonal changes, magnifying glasses, Investigation area always available,</p>					
<p>Key vocab  (including but NOT limited to)</p>	<p>Changes, autumn, winter, spring, summer, ice, water, heat, cold, colours, mixing,</p>					
<p>Expressive Arts and Design</p> <p>GOALS – To become a</p>	<p><b>Drawing -</b> Encourage accurate drawings of people</p>	<p><b>Colour -</b> Experimenting with and using primary colours Naming Colours Mixing Colours (not formal)</p>	<p><b>Printing -</b> Rubbings  Print with variety of objects</p>	<p><b>Patterns -</b> Repeating patterns  Simple symmetry</p>	<p><b>Textiles -</b> Simple collages  Simple weaving  <b>Patterns -</b> Repeating patterns</p>	<p><b>Textiles -</b> Simple weaving  Soundscapes – drawing in response to music</p>

<p><b>Dynamic Designer</b></p> <p><b>To become a Proud Performer</b></p>	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines</p> <p>Investigate artists – Picasso, Giuseppe Arcimboldo</p>	<p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p> <p><b>Drawing</b> - Explore different textures</p> <p><i>Investigate Artists – Van Gogh, Jackson Pollock</i></p>	<p><b>Textiles</b> – Handling, manipulating and enjoying using materials</p> <p>Sensory experience</p> <p><i>Investigate Artist/Sculpture – Andy Goldsworthy</i></p>	<p><b>Colour</b> - Experimenting with and using primary colours</p> <p>Naming Colours</p> <p><i>Investigate Artist – Kandinsky</i></p>	<p>irregular painting patterns</p> <p>Simple symmetry</p> <p><i>Investigate Artist - Monet</i></p>	<p><a href="https://www.tate.org.uk/kids/make/paint-draw/make-soundscape">https://www.tate.org.uk/kids/make/paint-draw/make-soundscape</a></p> <p><i>Investigate Artist – Mondrian</i></p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian">https://www.tate.org.uk/kids/explore/who-is/who-piet-mondrian</a></p>
<p>Ongoing skills</p>	<p>Practising nursery rhymes</p> <p>Go Noodle – movement linked to music</p> <p>Charanga music – rhymes and songs</p>					
<p>Visitors/Visits</p>	<p>Dentist</p> <p>Police?</p>	<p>War Memorial</p>		<p>Steam Railway</p>	<p>Animal Antics</p> <p>The Park</p> <p>Pedestrian Training</p>	<p>Blists Hill visit?</p>

Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts.