



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Inquiry	Changes in the natural world affect what we do (A year long inquiry) Autumn		Changes in the natural world affect what we do (A year long inquiry) Winter/Spring		Changes in the natural world affect what we do (A year long inquiry) Spring/Summer	
IPC/Inquiry	<p>This is me!</p> <p>How are we the same? How are we different?</p> <ul style="list-style-type: none"> Learning our names Learning the parts of our bodies Creating a portrait Exploring our hands and feet Exploring our feelings <p>How can I look after myself and others? How can I be a good friend?</p> <ul style="list-style-type: none"> Washing my hands Brushing my teeth Crossing a road safely We can be friends We can learn and play together 	<p>This is me!</p> <p>What is a home? How is my home the same/different to other homes?</p> <ul style="list-style-type: none"> Inside a home Building a home Homes that are different The keys to our home Sending a letter <p>Who are my family? Is every family the same? How have I changed? How do we celebrate new life?</p> <ul style="list-style-type: none"> My family When I was a baby My favourite toy Planning a birthday party (Linked with Nativity - How do Christians celebrate the birth of Jesus? How do we celebrate Christmas?) Bed and Morning routines 	<p>Our World!</p> <p>What is our local community?</p> <ul style="list-style-type: none"> Where do we live? . What can we find here? shops, library, park, church etc. <p>What are the roles in the local community?</p> <ul style="list-style-type: none"> What are the different roles? People who help us. What do you want to be when you grow up? <p>What are our responsibilities in the local community?</p> <ul style="list-style-type: none"> How can we look after our community? How can we look after our world? 	<p>Our World!</p> <p>What is our local community?</p> <ul style="list-style-type: none"> Where does our food come from? <p>What are the roles in the local community? What are our responsibilities in the local community?</p>	Changes in the natural world affect what we do.	Changes in the natural world affect what we do.
Texts	<p>Starting School (Janet and Allan Ahlberg) week 1</p> <p>Harry and his bucketful of dinosaurs (Starting School) week 2</p> <p>Only one you - week 3</p> <p>In my Heart - Jo Witek? - exploring feelings. week 4</p> <p>Funny bones - linked to our body and taking care of ourselves. week 5</p> <p>Rainbow Fish - Friendship week 6</p> <p>Pumpkin Soup - Autumn week 7</p> <p>Room on the Broom - Halloween week 8</p>	<p>A story of Diwali (The Festival of Light) November 7th. Similarities and differences. - How do people celebrate in different religions? - week 1</p> <p>Let's Go Home: The Wonderful Things about a House - Cynthia Rylant - Week 2 (The keys to our home)</p> <p>Kipper's Birthday - Mick Inkpen week 3</p> <p>Stickman - week 4</p> <p>The Jolly Christmas Postman - week 5</p> <p>The Christmas Story - week 6/ 7</p>	<p>Jack Frost/A Snowflake</p> <p>People who Help us Non-Fiction</p> <p>Storytime: Fiction texts about journeys (Journey, Train Ride, Lost and Found)</p>	<p>Traditional Stories</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Goldilocks and The Three Bears</p> <p>The Little Red Hen</p> <p>The Easter Story</p>	<p>Jack and the Beanstalk</p> <p>Oliver's Vegetables</p> <p>The Enormous Turnip</p> <p>The Tiny Seed</p> <p>Favourite Author- Julia Donaldson (Superworm and Tiddler)</p>	<p>Art inspired stories and non-fiction texts.</p> <p>The Dot and Ish (visual literacy) –Peter Reynolds</p> <p>The Lines that Wriggle</p> <p>Beautiful Oops</p> <p>The Magic Paintbrush Julia Donaldson</p>
Story time books	<p>Story time: A selection of rhyming stories/stories with an 'all about me' link/stories with a halloween link.</p> <p>Room on the Broom (Julia Donaldson)</p> <p>Spookyrumpus</p>	<p>Story time: A selection of rhyming stories/stories with a bonfire night/halloween link.</p> <p>Bear at Home - Stella Blackstone</p> <p>Bonfire Night- Non-fiction text</p>	<p>Storytime: Fiction texts about journeys (Journey, Train Ride, Lost and Found)</p>	<p>Storytime: Spring time stories</p>	<p>Storytime: Julia Donaldson stories/Spring time stories</p>	<p>Storytime: Non-fiction texts linked to art/Summer time stories</p>
Parent involvement	Parents Curriculum Meeting	Nativity in church Parent activity after school – Christmas crafts	Parent activity after school Chinese New Year activities	Parent activity after school – Easter activities	Parent activity after school – gardening and planting	Sports day
Whole school events	<p>Friendship Month – September</p> <p>Eid ul Adra –</p> <p>Harvest Festival</p> <p>Road Safety September.</p> <p>Halloween Disco</p>	<p>Bonfire Night – 5th November</p> <p>Anti-bullying week 12th 16th November</p> <p>Children in need – 16th November</p> <p>Nativity in Church - 12th December</p>	<p>Chinese New Year</p> <p>Safer internet day</p> <p>NSPCC Maths day</p> <p>Red nose day</p>	Easter – World book day	<p>Queen's birthday</p> <p>SATs Week – Year 6 –</p> <p>Walk to school week</p> <p>Bikeability</p>	<p>Healthy eating week</p> <p>Eid al Fitra</p> <p>Sports day</p> <p>Transition</p>
Role play	<p>Role play: Home Corner</p> <p>Small world: Linked to story of the week</p> <p>Maths area: Number 1 to 5</p>	<p>Role play: Home corner/Santa's workshop.</p> <p>Small world: Linked to story of the week</p> <p>Maths area: Shape and Pattern/ Money</p> <p>Literacy area: Post Office</p>	<p>Role play: Police Station</p> <p>Small world: Linked to story of the week</p> <p>Maths area: Ticket office</p>	<p>Role play: Home corner/The Three Bears House</p> <p>Small world: Linked to story of the week</p> <p>Maths area: Linked to counting and rhyme</p>	<p>Role play: Farm Shop</p> <p>Small world: Explorers</p> <p>Maths area: Garden centre</p>	<p>Role play: Art Gallery</p> <p>Small world: Linked to story of the week</p> <p>Maths area: Art Gallery Shop</p>
PSED	<p>New Beginnings/It's Good to Be Me!</p> <p>Road Safety</p> <p>Friendships, qualities, taking turns</p> <p>Exploring our feelings</p> <p>Ourselves</p>	<p>Getting on and Falling Out</p> <p>Oh Lilia</p> <p>Understanding one another</p> <p>Families/babies</p> <p>Our home</p>	Going for Goals	Relationships PANTS	Changes	Changes



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<p>PD</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking)</p> <p>Health and self-care: They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Children talk about ways to keep healthy and safe.</p> <p>PE Focus Coordination- Floor Movement patterns I can follow simple instructions</p> <p>Static balance- One leg standing I can follow instructions, practise safely and work on simple tasks by myself</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking) Write Dance.</p> <p>PE Focus Dance Dynamic Balance to Agility I can play with others and take turns and share with help</p> <p>Static balance- seated I can work sensibly with others, taking turns and sharing (Use of equipment)</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking)</p> <p>PE Focus Gymnastics Dynamic balance I can follow simple instruction</p> <p>Static balance- small base- I can understand and follow simple rules and can name some things I am good at</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking)</p> <p>PE Focus Throwing and Catching Coordination- ball skills I can observe and copy others</p> <p>Counter balance in pairs I can explore and describe different movements</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking)</p> <p>PE Focus Sending and Receiving Coordination with equipment I can perform a single skill or movement with some control. I can perform a small range of skills and link 2 movements together</p> <p>Agility- reaction forward/response I can move confidently in different ways</p>	<p>Moving and Handling: Use tools effectively (Pencil grip, scissors skills, H.W activities, funky fingers, cooking)</p> <p>PE Focus Sports Day Focus Agility- ball chasing I am aware of the changes to the way I feel when I exercise (pre level 1)</p> <p>Static balance – floor work I am aware of why exercise is important for good health</p>
<p>C&L</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: Narrating, modelling</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: Expanding, five finger rule Talking in front of an audience – linked to winter production</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: Stretchy sentences</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: Responses and comments to others Use of first, last, next, before, after, all, most, some, each, every</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: Sequencing – linking to life cycles How and why questions</p>	<p>Plan, do review – use of past present and future tense Reflection against characteristics of learning – answering how and why questions Communication strategies: How and why questions</p>
<p>Literacy</p>	<p>Reading: Phonics- Phase 1 (7 aspects) How to look at and handle books Nursery rhymes Writing: Funky Fingers Pencil grip and control Starting School pictures Mark making Name writing Labels, captions</p>	<p>Reading: Phonics Phase 2 (6 weeks) Story maps Non-fiction books about festivals and celebrations Leaflet and posters Writing: Funky Fingers Pencil grip and control Name writing Linking sounds to letters Forming recognisable letters Mark making labels, captions</p>	<p>Reading: Phonics Phase 3 (10 weeks) Story maps Maps Postcards Non-Fiction books about People who help us Writing: Pencil grip and control Write words in ways which match their spoken sounds. They also write some irregular common words. Forming short sentences.</p>	<p>Reading: Phonics Phase 3 (10 weeks) Story maps Non-fiction books about Spring Leaflets Writing: Retelling of the story The Three Billy Goats Gruff – character description, labelled map, postcard Little Red Riding Hood – wanted poster, comic strip, letters (mum to grandma) The Gingerbread Man – shopping lists, recipe, instructions</p>	<p>Reading: Phonics Phase 3 recap (10 weeks) Story maps Non-fiction books about life cycles Writing: The Tiny Seed – observing changes, poster be careful, lifecycle description Oliver’s vegetables- lists, phrases and captions</p>	<p>Reading: Phonics Phase 4 (4 weeks) Story maps Comic strips Writing: Sentence writing Developing narrative Spelling HFW’s correctly</p>
<p>Maths</p>	<p>Focusing on 30-50 and 40-60 objectives</p> <p>See Mastery Maths Plan.</p> <p>Baseline for 3 weeks (Shape, Colour and Pattern in Maths Area)</p> <p>Week 4-8 – Numerals 1 to 5</p>	<p>Focusing 40-60 objectives</p> <p>See Mastery Maths Plan.</p> <p>Week 1-3- Shape and Pattern</p> <p>Week 4 - Money</p> <p>Week 5-7- Numerals 1-5</p>	<p>Focusing on 40-60 objectives and ELG objectives</p> <p>See Mastery Maths Plan.</p> <p>Week 1-3- Numerals 1-10</p> <p>Week 4-6- Measures</p>	<p>Focusing on 40-60 and ELG objectives</p> <p>See Mastery Maths Plan.</p> <p>Week 1-3- Numerals 1-10</p> <p>Week 4-5- Shape</p> <p>Week 6- Time</p>	<p>Focusing on ELG objectives</p> <p>See Mastery Maths Plan.</p> <p>Week 1-4- Numerals 1-20</p> <p>Week 5-6- Sharing</p>	<p>Focus on ELG objectives</p> <p>See Mastery Maths Plan.</p> <p>Week 1- Sharing</p> <p>Week 2-4- Position and Measures</p> <p>Week 4-6- Review and Revisit</p>
<p>UTW</p>	<p>Half term focus: Ourselves Friendship Observing change e.g. leaves falling from trees</p>	<p>Half term focus: Families Our homes Special times and festivals</p>	<p>Half term focus: Communities Roles and Responsibilities</p>	<p>Half term focus: Using technology at home and at school</p>	<p>Half term focus: Growth and change</p>	<p>Half term focus: Similarities and differences Past and present tense events in their own lives</p>
<p>EA&D</p>	<p>E&UM&M On-going – repertoire of songs Nursery rhymes Counting songs Assemble materials use of tools Manipulate materials BI Represent ideas in original ways</p>	<p>E&UM&M On-going – repertoire of songs Nursery rhymes Counting songs Exploring instruments and dances – link to Nativity BI Movement and gesture to express feelings – actions linked to key texts</p>	<p>E&UM&M On-going – repertoire of songs Creating textures – setting collages BI Represent ideas in original ways – vehicles to go on a journey</p>	<p>E&UM&M On-going – repertoire of songs Mixing colours – painting Exploring instruments and dances – dance in P.E BI Represent ideas in original ways – creating their own character puppets</p>	<p>E&UM&M Experimenting with changing songs – changing lyrics to songs BI Represent ideas in original ways – hats for the queen’s birthday, homes for the chicks, binoculars</p>	<p>E&UM&M Experimenting with changing songs – changing lyrics BI Represent ideas in original ways – using texts to inspire their artistic skills</p>
<p>RE</p>	<p>R.E Who and what are special to us What makes me special? Who is special to me? Who are special people in religions? What do I want to be when I grow up?</p>	<p>How do Christians celebrate Christmas? What is a home? What do you find in a home? What objects might we find in a home? Are some objects more important than others? How do some objects help us to remember others? How do people remind themselves of God when they are at home? Can I make my own special object?</p>	<p>R.E What makes a good helper Why do we need rules? Who can we help at home and school? What do stories tell us about how we care for each other? Who can we help in the world?</p>	<p>Where do we live? Who lives there? Where do we live? Who lives here? What makes a home? What is a special place? What makes that place special? Why are some places special for Christians and Muslims? What do we belong to?</p>	<p>R.E What can we see in our wonderful world? What is beautiful about our world? Can we find signs of new life at Spring? Who is special to you? What does it mean to love someone? Can I make connections with the Easter story and looking after our world? Why is the Easter story like Spring? How can we look after our world? How can we make our world more beautiful? How was our world made?</p>	



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		What happens when a baby is born in your family? How do Christians celebrate the birth of Jesus? Why do some children celebrate Christmas and some don't?			
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