

**Landewednack RECEPTION YEARLY PLAN**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>British Values</b>	Tolerance	Democracy	Rule of Law	Mutual Respect	Individual Liberty	Celebration of British Values
<b>SHINE Values</b>	<b>Strive</b> to be the best you can be	<b>Happiness</b> in learning and life	<b>Imagine</b> what I/we can achieve	<b>Never Give Up</b>	<b>Everyone Together</b> School, Family, Community	Celebration of SHINE Values
<b>Trips and Experiences</b>	Blackberry picking walk Making porridge	Our first fire pit (toasting marshmallows!)	Road Safety Walk	Farm Visit	Local History Walk	Beach trip
<b>Books &amp; Talk for Writing</b>	Oi Frog series Animal Stories TT: The Enormous Turnip Monty the Manatee	Winnie the Witch series Seasonal & Christmas Stories TT: The Gingerbread Man Lost & Found	Hairy McClary series Local Area Stories TT: The Three Little Pigs Handa's Surprise	Julia Donaldson books Non fiction books TT: The Little Red Hen Julián is a Mermaid	Mr Men & Little Miss books Stories from around the world TT: Little Red Riding Hood Peace at Last	Supertato series Fantasy Stories TT: The Three Billy Goats Gruff Look Up
<b>Literacy (Reading)</b>	Handles books carefully. Holds book the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Continues a rhyming string.	Shows interest in illustrations and print in books and print in the environment. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Hears and says the initial sounds in words. Begins to read words and simple sentences.	Listens to stories with increasing attention and recall. Suggests how the story might end. Describes main story settings, events and characters. Can segment the sounds in simple words and blend them together and knows which letters represent some of them.	Links sounds to letters, naming and sounding the letters of the alphabet. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Continues a rhyming string.	Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Reads words and simple sentences.	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them alone accurately. Demonstrate understanding when talking to others about what they have read.
<b>Literacy (Writing)</b>	Is able to draw horizontal, vertical and diagonal lines independently. Begin to write some of the letters of the alphabet independently.	Holds the pencil correctly and uses it effectively. Ascribes meanings to marks that they see in different places. Beginning to segment the sounds in simple words and blend them together. Links sounds to letters.	Writes own name and surname and other letters of the alphabet independently. Gives meaning to marks they make as they draw, write and paint. Writes different things such as labels, lists or captions. Continues a rhyming string	Attempts to write short sentences in meaningful contexts. Hears and says the initial and final sounds in words. Can segment the sounds in simple words and blend them together.	Uses clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence. Writes simple sentences that can be read by themselves and others. Continues a rhyming string.	Uses phonic knowledge to write words in ways that match my spoken sounds. Also write some irregular common words. Some words are spelt correctly and others are phonetically plausible
<b>Phonics</b>	Alphabet and Letters & Sounds Phase 2	Letters & Sounds Phase 3	Consolidating Phase 2 & 3 - Tricky Word Focus	Consolidating Phase 2 & 3 - writing focus	Letters and Sounds Phase 4	Letters & Sounds Phase 4
<b>Communication and Language (Listening and attention)</b>	Maintains attention, concentrates and sits quietly during appropriate activity	Two-channelled attention – can listen and do for short span. Children listen attentively in a range of situations.	Listen to stories, accurately anticipating key events. They give their attention to what others say and respond appropriately.	Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions.	Give their attention to what others say and respond appropriately while engaged in another activity	Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.
<b>Communication and Language (Understanding )</b>	Responds to simple instructions.	Beginning to understand 'why' and 'how' questions.	Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Listens and responds to ideas expressed by others in conversation or discussion.	Able to follow a story without pictures or props.	Children follow instructions involving several ideas or actions.	Answer 'how' and 'why' questions about their experiences and in response to stories or events.
<b>Communication and Language (Speaking)</b>	Uses talk in pretending that objects stand for something else in play, e.g. 'this box is my castle' Builds up vocabulary that reflects the breadth of their experiences.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to recreate roles and experiences in play situations.	Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play.	Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Children express themselves effectively showing awareness of listener's needs. They use past, present and future forms accurately when talk about vents that have happened or are to happen in the future.	Children express themselves effectively showing awareness of listener's needs. They use past, present and future forms accurately when talk about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

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<b>Maths</b>	<ul style="list-style-type: none"> <li>Counting and numbers</li> <li>Counting and ordering</li> <li>2D shapes and position</li> <li>Ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Counting and Patterns</li> <li>Counting and Addition</li> <li>Addition and Subtraction</li> <li>Counting and numbers</li> <li>Length</li> </ul>	<ul style="list-style-type: none"> <li>3D shapes</li> <li>Money and Counting</li> <li>Time</li> <li>Counting and ordering</li> <li>2D shape and date</li> </ul>	<ul style="list-style-type: none"> <li>Addition Patterns and Symmetry</li> <li>Counting and adding</li> <li>Counting and comparing</li> <li>Mass</li> <li>3D shape</li> <li>Data</li> </ul>	<ul style="list-style-type: none"> <li>Counting and comparing</li> <li>Money and counting</li> <li>Time</li> <li>Counting</li> <li>Counting and addition</li> <li>2D shape and data</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Counting and sequences</li> <li>Addition and subtraction</li> <li>Counting, addition and subtraction Capacity</li> <li>Counting and place value</li> </ul>
<b>P.S.E (self confidence and awareness)</b>	To develop confidence to speak to adults in the school environment	Perform a song and poem for an audience.	Talk to others about my interests and ideas.	Talk about what I'm good at and what I need to do to improve my learning.	Talk about the resources I need for different activities and why I like some activities more than others.	Spend more time in the formal learning room working at tables.
<b>P.S.E (Feelings and Behaviour)</b>	Develop good relationships with adults and seek comfort when needed. Aware of the school rules and why we must follow them.	Accept the needs of others and take turns and share resources. Adapt behaviour in different events e.g. walking around the school quietly	Able to talk about my own feelings. Able to talk about others' feelings e.g. that words can hurt others' feelings.	Able to follow the schools rules and talk about their own and others' behaviour. Talk about unacceptable behaviour and its consequences	Able to negotiate when playing and resolve problems sometimes without adult involvement.	Work well in both group and class situations. Take changes of routine in my stride.
<b>P.S.E (Making relationships)</b>	Demonstrates friendly behaviour, initiating conversations and forming friendships with other children.	Keeps play going by responding to what others are saying or doing.	During conversations attends to and takes account of what others say	Explains own knowledge and understanding, and asks appropriate questions of others.	Takes steps to resolve conflicts with other children e.g. finding a compromise.	Children show sensitivity to others' needs and feelings, and demonstrate positive relationships with adults and other children.
<b>Physical Development (Health and self-care)</b>	<ul style="list-style-type: none"> <li>Observes the effect of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Can attend to toileting needs most of the time by themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help e.g. does buttons or zip on</li> </ul>	<ul style="list-style-type: none"> <li>Independent with toileting. Eats a healthy range of food and understands the need for variety in food.</li> <li>Dresses and undresses for PE independently.</li> <li>Shows understanding of how to transport and store equipment safely.</li> </ul>	<ul style="list-style-type: none"> <li>Shows some understanding that good practises with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Practises some appropriate safety measures without direct supervision</li> </ul>	<ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> <li>Independent with toileting and hand washing.</li> <li>Dresses and undresses for PE independently.</li> </ul>	<ul style="list-style-type: none"> <li>Eats a healthy range of food and understands the need for variety in food.</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> </ul>	<ul style="list-style-type: none"> <li>Know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</li> <li>Practises appropriate safety measures without direct supervision.</li> </ul>
<b>Physical Development (Moving and Handling)</b>	<ul style="list-style-type: none"> <li>Runs skilfully and negotiates space successfully, adjusting speed and direction to avoid obstacles.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one handed tools and equipment e.g. makes snips in paper with child scissors.</li> <li>Can copy some letters e.g. letters from their name. Shows a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Begins to form recognisable letters.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Uses simple tools to effect changes to materials.</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Forms recognisable letters.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul>	<ul style="list-style-type: none"> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> <li>Show good control and coordination in large and small movements.</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Move confidently in a range of ways, safely negotiating space. Handles equipment and tools effectively including pencils for writing.</li> </ul>

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<b>Understanding the World (People and Communities)</b>	Know some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.	Enjoys joining in with family customs and routines.	Children talk about past and present events in their own lives and in the lives of family members..	They know that other children don't always enjoy the same thing, and are sensitive to this.	They know about similarities between themselves, others and among families.	They know about similarities between communities and traditions.
<b>Understanding the World (The World)</b>	Show care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time.	Look closely at similarities, differences, patterns and change.	Children know about similarities and differences in relation to objects and materials.	Children know about similarities and differences in relation to places and living things.	They talk about features of their own immediate environment and how environments might vary from one another.	They make observations of animals and plants and explain why some things occur and talk about changes.
<b>Understanding the World (Technology)</b>	Knows information can be retrieved from computers.	Completes a simple programme on an iPad. Use ICT hardware to interact with age appropriate computer software.	Use ICT hardware to interact with age appropriate computer software. Children recognise that a range of technology is used in places such as homes and schools.	Completes a simple programme on a computer. Use ICT hardware to interact with age appropriate computer software	Use ICT hardware to interact with age appropriate computer software. They select and use technology for particular purposes.	Use ICT hardware to interact with age appropriate computer software. They select and use technology for particular purposes.
<b>Religious Education (Cornwall Agreed Syllabus)</b>	Why is the word 'God' special to Christians?	Why is Christmas special for Christians?	Why is Easter special for Christians?	Being special: where do we belong?	Which places are special and why?	Which stories are special and why?
<b>Expressive arts and design (Media and Materials)</b>	Begins to build a repertoire of songs and dances. Explores different sounds of instruments. Uses simple tools and techniques competently and appropriately	Explores what happens when they mix colours. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately.	Experiments to create different textures. Understands that different media can be combined to create new effects. Constructs with a purpose in mind using a variety of resources.	Selects tools and techniques needed to shape, assemble and join materials they are using. Selects appropriate resources and adapts work where necessary.	Children sing songs, make music and dance and experiment with ways of changing them.	They safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.
<b>Expressive Arts and Design (Being imaginative)</b>	Captures experiences and responses with a range of media such as music, dance and paint and other materials or words. Create simple representations of events, people and objects.	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Plays alongside other children who are engaged in the same theme	Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	They represent their own ideas, thoughts and feelings through design and technology, art and role play.	They represent their own ideas, thoughts and feelings through design and technology, art, role play, music, dance and stories.
<b>Music (Rainbow Pond)</b>	<b>The Pond (Rainbow Pond Unit 1)</b> - Active listening - Developing listening skills - Creative sound making  <b>Alphabet songs, Nursery Rhymes</b>	<b>Christmas Songs</b> <i>Practising Christmas Songs to perform in the Nativity.</i>	<b>The Waterhole (Rainbow Pond Unit 2)</b> - Explore tempo, pulse, dynamics - Using the pond as a musical picture (graphic score) - Understand timbre of Instruments and sounds - Performs solo and in early ensembles		<b>The Rainbow Pond (Rainbow Pond Unit 3)</b> - Introduction to Pitch, high low, up and down - Graphic score - Call and Response - Composition, Improvisation - Arranging your own music	<b>The Billabong (Rainbow Pond Unit 4)</b> - Putting all you have learnt into practise in a different context - Duration and form - Exploring our voices - Creating and performing our own and others' compositions.
<b>Wild Tribe and Outdoor Focs</b>	Being safe outdoors (including fire pit safety)	Creating with natural materials.	Growing things - tree planting and care	Growing and harvesting	Wildlife and habitats	Caring for our environment