

**Osbalwick Primary Academy - Reception (Year A)**

	Cycle One Autumn Term		Cycle Two Spring Term		Cycle 3 Summer Term	
Theme	Marvellous Me!	People who Help Us	Stomp, Chomp & Roar!	Woodland Tales	Ready, Steady ... Grow	At the Seaside
	<p align="center"><i>Themes may be adapted to respond to children's interests and/or needs.</i></p> <p align="center"><i>The children in our EYFS unit have high quality continuous provision that enables them to learn new knowledge and skills everyday. The topics are a guide to the experiences the children may have and a way to ignite the learning but this is dependent on the developmental stage the children are at. Provision is enhanced and adapted to meet the needs of all of our children in Nursery and Reception to ensure they meet their developmental milestones enabling them to be able to do, learn and know more. The Knowledge and Skills Progression Documents provide further guidance on what the children will learn, know and be able to do by the end of Reception to ensure they are 'Year One' ready.</i></p>					
(Hook/ celebration) Potential Visits/Visitors	Family members/ Pet visits Library visit	Visit from the Emergency services (PCSO/ firefighter/ nurse)	Explorer's backpack & dinosaur dig/ hunt	Re-enact 'Bear Hunt' Woodland forest school visit to Lane site	Plant a seed - observe it grow Farm trip - animal encounter	A day at the beach (set up mock seaside, beach clothes)
Communication and Language	<p align="center"><i>Understand how to listen carefully and why listening is important.</i></p> <p align="center"><i>Learn new vocabulary</i></p> <p align="center"><i>Ask questions to find out more and to check they understand what has been said to them.</i></p> <p align="center"><i>Be able to share their ideas within a small group.</i></p> <p align="center"><i>Engage in storytimes including fiction, non-fiction and poetry. Join in with repeated refrains.</i></p> <p align="center"><i>Develop social phrases.</i></p> <p align="center"><i>Articulate their ideas and thoughts in well-formed sentences.</i></p> <p align="center"><i>Describe events in some detail.</i></p>		<p align="center"><b>Use new vocabulary in different contexts.</b></p> <p align="center"><b>Work as a group to develop shared sustained thinking.</b></p> <p align="center"><b>Listen to and talk about stories to build familiarity and understanding.</b></p> <p align="center"><b>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</b></p> <p align="center"><b>Connect one idea or action to another using a range of connectives.</b></p> <p align="center"><b>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</b></p> <p align="center"><b>Learn rhymes, poems and songs.</b></p>		<p align="center"><b>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</b></p> <p align="center"><b>Make comments about what they have heard and ask questions to clarify their understanding;</b></p> <p align="center"><b>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</b></p> <p align="center"><b>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</b></p> <p align="center"><b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</b></p>	

	<i>Listen carefully to rhymes and songs, paying attention to how they sound.</i>	<b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b>	<b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</b>
<b>Personal, Social and Emotional Development</b>	<p><i>See themselves as a valuable individual.</i></p> <p><i>Build constructive and respectful relationships.</i></p> <p><i>Express their feelings and consider the feelings of others.</i></p> <p><i>Form relationships with their peers and adults.</i></p> <p><i>Begin to be able to calm themselves when distressed.</i></p>	<p><i>Know and talk about the different factors that support their overall health and wellbeing:</i></p> <p><i>Toothbrushing</i></p> <p><i>being a safe pedestrian</i></p> <p><b>Manage their own needs. - Personal hygiene</b></p> <p><b>Show resilience and perseverance in the face of challenge.</b></p> <p><b>Identify and moderate their own feelings socially and emotionally.</b></p> <p><b>Think about the perspectives of others.</b></p> <p><b>Begin to solve conflicts without adult support.</b></p> <p><b>Form good relationships with their peers and familiar adults.</b></p> <p><b>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</b></p> <p><b>Explain the reasons for rules, know right from wrong and try to behave accordingly;</b></p> <p><b>Show sensitivity to their own and to others' needs.</b></p>	<p><b>Know and talk about the different factors that support their overall health and wellbeing:</b></p> <p><b>-healthy eating</b></p> <p><b>-sensible amounts of 'screen time'</b></p> <p><b>-having a good sleep routine</b></p> <p><b>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</b></p> <p><b>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</b></p> <p><b>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</b></p> <p><b>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</b></p> <p><b>Work and play cooperatively and take turns with others;</b></p> <p><b>Form positive attachments to adults and friendships with peers;</b></p>
<b>Physical Development</b>	<p><i>Revise and refine the fundamental movement skills they have already acquired</i></p> <p><i>-rolling</i></p> <p><i>-crawling</i></p> <p><i>-walking</i></p> <p><i>-jumping</i></p> <p><i>-running</i></p> <p><i>-hopping</i></p>	<p><b>Progress towards a more fluent style of moving, with developing control and grace.</b></p> <p><b>Combine different movements with ease and fluency.</b></p> <p><b>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical</b></p>	<p><b>Negotiate space and obstacles safely, with consideration for themselves and others</b></p> <p><b>Demonstrate strength, balance and coordination when playing</b></p> <p><b>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</b></p>

	<p>-skipping -Climbing</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>• lining up and queuing</li> <li>• mealtimes</li> </ul> <p>To use a tripod grip when holding a pencil and to form most letters correctly.</p>		<p>disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To confidently form each letter correctly.</p>		<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing.</p>	
Literacy	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.(CVC)</p> <p>Read a few common exception words matched to the school’s phonic programme. (Phase two)</p>	<p>Read individual letters by saying the sounds for them (All of phase two)</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.(CVC)</p> <p>Read a few common exception words matched to the school’s phonic programme. (Phase two)</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (The majority of Phase three)</p> <p>Read a few common exception words matched to the school’s phonic programme. (Phase two and phase three)</p> <p>Read simple phrases made up of words with known letter–sound</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (Phase three)</p> <p>Read a few common exception words matched to the school’s phonic programme. (Phase three)</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and,</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Say the corresponding phonemes for all phase two and three graphemes.</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

	<i>Spell words by identifying the sounds and then writing the sound with letter/s. (CVC)</i>	<b>Spell words by identifying the sounds and then writing the sound with letter/s. (CVC)</b>	correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short phrases/captions with words with known sound-letter correspondences using a capital letter and full stop.	where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Form lower-case and capital letters correctly.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check that it makes sense.	Write recognisable letters, most of which are correctly formed;  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.	Correctly form each letter.  Spell words by identifying sounds in them and representing the sounds with a letter or letters;  Write simple phrases and sentences that can be read by others.
<b>Literacy</b>	The Colour Monster Mixed Remixed Fairytale Pets Everybody has a body Argh! There's a skeleton inside you Non-fiction - human body texts Pumpkin Soup Funnybones (& Poetry Basket)	You can't call an elephant in an emergency People who help us books (Fireman Fergus, PC Polly etc) The leaf thief A superhero like you Mog's Christmas Calamity The Christmas Story Christmas poems (& Poetry Basket)	How to grow a dinosaur Dear dinosaur The girl and the dinosaur Stomp, dinosaur, stomp! Non-fiction - dinosaur texts (& Poetry Basket)	We're going on a bear hunt We're going on a lion hunt The Ghanaian Goldilocks Beware of the bears Non-fiction - woodland animals Little Red Riding Hood Hansel & Gretel The Gruffalo Tidy Percy the park keeper books (& Poetry Basket)	Tad Growing Frogs Ergo The Egg book Pip & Egg The tiny seed The little gardener Daisy's giant sunflower Sam plants a sunflower Tadpole to Frog The amazing life cycle of plants (& Poetry Basket)	Look what I found at the seaside Sharing a shell Billy's Bucket Flotsam The singing mermaid Where the forest meets the sea The fish who could wish Above & Below Tiny crab is a tidy crab Non-fiction texts (Seaside & sea creatures) (& Poetry Basket)
<b>Maths</b>	Please see our Maths Overview					
<b>Understanding the World</b>	<i>Talk about members of their immediate family and community.</i>	<b>Explore the natural world around them.</b>	<b>Understand the effect of changing seasons on the natural world around them.</b>	<b>Understand the effect of changing seasons on the natural world around them.</b>	<b>Know some similarities and differences between things in the past and now, drawing on their</b>	<b>Know some similarities and differences between things in the past and now, drawing on their</b>

	<p><i>Name and describe people who are familiar to them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p>	<p><b>Talk about the lives of the people around them and their roles in society;</b></p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b> (Christmas story, nurses etc.)</p>	<p><b>Comment on images of familiar situations in the past.</b></p> <p><b>Draw information from a simple map.</b></p> <p><b>Recognise some environments that are different from the one in which they live.</b> (cold regions- winter/ volcanoes, forest)</p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</b></p> <p><b>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</b> (ice investigations)</p> <p><b>Understand that some places are special to members of their community.</b></p>	<p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p><b>Recognise some similarities and differences between life in this country and life in other countries.</b> (Trad tales, bears, bear/ lion hunt, Goldilocks)</p> <p><b>Draw information from a simple map.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></p> <p><b>Explore the natural world around them, making observations and drawing pictures of animals and plants;</b> (spring observations &amp; woodland)</p> <p><b>Know some similarities and differences between different religious and cultural communities in this</b></p>	<p><b>experiences and what has been read in class;</b> (growing)</p> <p><b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b> (Tadpoles/ eggs/ flowering plants)</p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p>	<p><b>experiences and what has been read in class;</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p> <p><b>Recognise some environments that are different from the one in which they live.</b> (hot regions, islands)</p> <p><b>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</b></p> <p><b>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</b></p> <p><b>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and</b></p>
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				country, drawing on their experiences and what has been read in class;  Recognise that people have different beliefs and celebrate special times in different ways.		what has been read in class; (Darwin - Galapagos Islands, David Attenborough)
Expressive Arts & Design	<p><i>To be able to join materials together using different resources.</i></p> <p><i>Pretend objects are other things within their play and use them for a purpose within their games.</i></p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Develop storylines in their pretend play.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop sustained storylines in their play which they can return to and build upon.</p> <p>To be able to join materials together using different resources and techniques.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop sustained storylines in their play which they can return to and build upon.</p> <p>To be able to join materials together using different resources and techniques.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>