

## The Whitchurch CE Federation Reception



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Run, Run as fast as you can.	You can't eat me!	Where in the world?	Fantastic families.	On safari	Super me!

## The Prime Areas of Learning

Throughout the year, adults will support children's development in the prime areas of learning by providing a high quality learning environment with opportunities to explore and develop skills in communication and language; physical development and personal, social and emotional development.

Communication and Language	Personal Social and Emotional Development	Physical Development
<p>Adults will:</p> <ul style="list-style-type: none"> <li>➤ Promote and model active listening skills</li> <li>➤ Link listening and learning through careful modelling.</li> <li>➤ Identify new vocabulary prior to teaching.</li> <li>➤ Discuss categories of words.</li> <li>➤ Use provocations to stimulate and promote discussions.</li> <li>➤ Model new vocabulary and use it throughout the week.</li> <li>➤ Keep a list of taught vocabulary and review it in different contexts using the principles of word aware.</li> <li>➤ Use open ended questions to check children's understanding.</li> <li>➤ Instead of correcting, model accurate irregular grammar.</li> <li>➤ Narrate actions and events.</li> <li>➤ Extend thinking through sustained shared thinking.</li> <li>➤ Choose books that will develop vocabulary</li> <li>➤ Prepare high quality book areas.</li> <li>➤ Send home good quality texts for parents to share at home.</li> <li>➤ Read and re-read selected stories</li> <li>➤ Plan structured story times at least twice daily.</li> </ul>	<p>Adults will:</p> <ul style="list-style-type: none"> <li>➤ Take time to build on the knowledge gained in Nursery to develop positive relationships with the child's family.</li> <li>➤ Highlight and celebrate individual interests and achievements out of school.</li> <li>➤ Set high expectations in regards to behavior that promotes cooperation and fairness.</li> <li>➤ Use the school values to develop morals that are in line with church values.</li> <li>➤ Assist children in building resilience and perseverance.</li> <li>➤ Model positive behavior and highlight exemplary behavior.</li> <li>➤ Support children in recognizing their own feelings and emotions.</li> <li>➤ Narrate own feelings and decisions.</li> </ul>	<p>Adults will:</p> <ul style="list-style-type: none"> <li>➤ Offer physical challenge allowing children to develop and refine skills.</li> <li>➤ Allow time for children to be still and quiet through reflection.</li> <li>➤ Provide opportunities for children to manage their own risk.</li> <li>➤ Help children to develop core strength and gross motor skills in preparation for small motor skills.</li> <li>➤ Regularly review equipment to ensure it challenges the most dexterous children.</li> <li>➤ Monitor and assess pencil grip at least termly.</li> <li>➤ Encourage and remind children of correct posture.</li> <li>➤ Provide opportunities that require change of speed or direction.</li> <li>➤ Encourage precision and accuracy when beginning and ending movements.</li> <li>➤ Encourage children to use a range of equipment.</li> <li>➤ Encourage free drawing and structured guided drawing opportunities.</li> <li>➤ Teach and model correction letter formation daily.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Record children's stories.</li> <li>➤ Enjoy rhymes, poems and songs throughout the week.</li> <li>➤ Use non-fiction texts to extend and develop knowledge.</li> <li>➤ Select books that contain photographs and use within continuous provision.</li> </ul>		<ul style="list-style-type: none"> <li>➤ Talk with children about exercise, healthy eating and the importance of sleep.</li> <li>➤ Help children to develop good personal hygiene with regular reminders to wash hands.</li> <li>➤ Work alongside parents and health visitors and the school nurse as required.</li> </ul>
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This is Me			
	SMSC Links	British Values Links	Christian Values Focus
<b>Autumn Term 1</b>	<b>Spiritual</b> –Academy Christian values RE lessons reflecting spiritual development Learning about faith Christianity Participation in collective worship Music lessons PSHE – Mindfulness Creation Story The beauty and wonder of nature –	<b>Rule of Law</b> – Following the Good to be Green golden rules Developing our class charter in Jigsaw lessons. Begin to understand our Values / SBMAT PEACE values Following rules to keep us safe Visits from the PCSO and BTP officers  <b>Individual Liberty</b> – Pupil voice – expressing opinions, listening to others	<b>Year 1</b> <b>CORE VALUE</b> Friendship <b>Big Question</b> – How will you be a friend today? <b>Year 2</b> <b>CORE VALUE</b> Thankfulness <b>Big Question</b> - What are you thankful for?
<b>Autumn Term 2</b>	Outdoor learning Response to art work (Frida Kahlo, Jackson Pollock, Matisse, Hockey,	Reflecting during worship Being listened to and listening to others	<b>Year 1</b> <b>CORE VALUE</b> Generosity

	<p>Lichtenstein, Durer) Using imagination in art, writing, role play – The Creative me</p> <p><b>Moral –</b> Food donations – link to food poverty – food bank Class and academy Golden rules (Good to be Green).</p>	<p>Choice of lunch, snack, class rewards, friends to play with, child initiated learning. E-safety. PSHE units</p>	<p><b>Big Question</b> - How will you be generous today? <b>Year 2</b> <b>CORE VALUE</b> Trust <b>Big Question</b> – Who do you trust and who should you be able to trust?</p>
<b>Spring Term 1</b>	<p>Begin to understand the consequences of behaviour Healthy choices- free flow snack Teamwork friendship</p> <p><b>Social</b> – Participate in Harvest festival, Christmas service, Easter. Working with pupils from the Junior academy Participate in class and school based activities with different pupils to aid social skills development.</p>	<p><b>Democracy –</b> Elections for TED representatives Pupil voice Curriculum choice group Restorative justice is built into the behaviour policy</p>	<p><b>Year 1</b> <b>CORE VALUE</b> Courage <b>Big Question</b> – How will you be courageous today? <b>Year 2</b> <b>CORE VALUE</b> Perseverance <b>Big Question</b> – What would help you to persevere at the moment?</p>
<b>Spring Term 2</b>	<p>Group activities in Outdoor learning, English, Drama, PE, Dance, Music. Christian Aid Visits by PCSO and BTP officers Welcome our parents, families and visitors to school.</p> <p><b>Cultural</b> – Think about our place in a diverse community. Christingle service</p>	<p><b>Mutual respect and tolerance of those of different faiths or beliefs</b> Respect for other’s achievements Shared reading Talk partners Restorative justice as part of the behaviour policy Sharing resources Playing together and taking turns RE lessons – Christianity Celebrating Easter / Christmas / Holi</p>	<p><b>Year 1</b> <b>CORE VALUE</b> Forgiveness <b>Big Question</b> – How does it feel to be forgiven? <b>Year 2</b> <b>CORE VALUE</b> Compassion <b>Big Question</b> – Who cares for you?</p>
<b>Summer Term 1</b>	<p>Art, stories and music from different cultures. Families – food, celebrations, traditions</p>		<p><b>Year 1</b> <b>CORE VALUE</b> Justice <b>Big Question</b> – How can we make things fairer in the world? <b>Year 2</b> <b>CORE VALUE</b> Truthfulness <b>Big Question</b> – Why does it matter that you and your</p>

			friends are truthful with each other?
<b>Summer Term 2</b>			<b>Year 1</b> <b>CORE VALUE</b> Respect <b>Big Question</b> - Does everyone deserve respect? <b>Year 2</b> <b>CORE VALUE</b> Service <b>Big Question</b> – How could you help someone and how can you let someone help you?

<b>The Creative Me</b>			
	<b>Expressive arts and design</b>	<b>Music</b>	<b>Role Play</b>
<b>Autumn Term 1</b>	<b>Gustav Klimt – Tree of life</b>  Techniques – Creating colour patterns Colour mixing	<b>Charanga Unit 1 ME!</b> <b>Explore and Create</b> through copycat rhythm games and listen to high and low pitch sounds. <b>Singing</b> – introduce, listen to and sing along with nursery rhymes. Add in actions to perform. <b>Key Artists:</b> Pharrell Williams, Peggy Lee & Stevie Wonders	Bakers shop  Tinkering shed - engineers
<b>Autumn Term 2</b>	<b>Henri Matisse – The Snail</b>  Techniques – Texture and collage – Henri Matisse	<b>Charanga Unit 2</b> <b>My stories.</b> <b>Explore and Create</b> though finding a pulse to simple nursery rhymes, copycat rhythms, exploring high and low pitch using improvisation with voices and creating their own sounds using instruments. <b>Singing</b> - listen to and sing along with a variety of nursery rhymes.	Ugly Bug ball / ~Ugly bug cafe

		<b>Key Artists:</b> Elton John, Kiki Dee, MC Yogi, Earth, Wind & Fire and Michael Buble	
<b>Spring Term 1</b>	<b>Jackson Pollock –abstract art</b>  Techniques – Mark making with wheels (Jackson Pollock link)	Charanga Unit 3 Everyone! <b>Explore and Create</b> Finding a pulse to simple nursery rhymes, rhythms games. <b>Singing</b> – Share and Perform nursery rhymes with percussive accompaniment. Key Artists: The Jackson 5, Zain Bhikha, Mozart and Sister Sledge.	Bus station / Bus
<b>Spring Term 2</b>	<b>David Hockney- landscapes</b>  Techniques  photography collage	Charanga Unit 4 Our World <b>Explore and Create</b> Finding a pulse to simple nursery rhymes and a variety of rhythms games. Exploring high and low pitch using improvisation with voices and creating their own sounds using instruments.  <b>Singing</b> - Share and Perform nursery rhymes, action songs and worship songs with percussive accompaniment. Key Artists: Bill Withers, Robbie Williams, Holst, Marvin Gaye, Tammi Terrell and Gene Kelly	Doctor's surgery / school nurse
<b>Summer Term 1</b>	<b>Albrecht Durer</b> wildlife art  Techniques  Drawing skills	Charanga Unit 5 Big Bear Funk <b>Explore and Create</b> through rhythm games, exploring pitch, copy back and riff building leading to improvisation and composition. <b>Singing</b> Share and Perform Big Bear funk with tuned percussion and movement. <b>Key Artists:</b> Stevie Wonder, Earth, Wind & Fire and Incognito	Vets/zoo
<b>Summer Term 2</b>	<b>Roy Lichtenstein</b> Techniques  Vegetable print pop art	Charanga Unit 6 <b>Listen and Respond</b> to music from the classical era, the romantic era, the early 20th century and contemporary era.	Superheroes

		Respond verbally through description and movement (dance). Key Artists: Rossini, Tchaikovsky, Rimsky-Korsakov, Holst, Ralph Vaughn Williams and John Williams.	
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The Independent Me				
Communication and Language	Reading	Writing	People and Communities	
<b>Autumn Term 1</b>	<ul style="list-style-type: none"> <li>➢ Use knowledge of print</li> <li>➢ Write some letters of own name</li> <li>➢ Write some letters accurately</li> <li>➢ Hear and use initial sounds</li> <li>➢ Identify heard sounds</li> <li>➢ Form lower case letters</li> </ul> <p>Word aware words Bakery Cinnamon Scurrying Tumbled Whirled Riverbank Swirled feast</p>	<p><b>Core stories</b> Rosie's Walk by Pat Hutchins A Great Big Cuddle by Michael Rosen Biscuit Bear by Mini Grey The Gingerbread Man by Lesley Sims Bible Story – James and John</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words</li> <li>• Link sounds to letters</li> <li>• Use vocabulary and forms of speech that are increasingly influenced by experience of books</li> </ul>	<p><b>Core Text</b> – The Gingerbread Man by Mara Alperin <b>Writing outcome:</b> Creating own drawings to represent the story and orally retell it. Children's drawings will be labelled with marks appropriate to their development stage</p>	<p>Harvest festival</p> <p>Family and friend's occupations project</p> <p>Where does our food come from?</p>
<b>Autumn Term 2</b>	<ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</li> </ul>	<p><b>Core stories</b> Flashlight by Lizi Boyd Who's in the trees/grass/sand by Camilla Bedoyere Stories from around the world - Babushka Bible story – Brian Wildsmith's Christmas story</p>	<p><b>Core text</b> – I'm going to eat this ant by Chris-Naylor Ballesteros <b>Writing outcome-</b> write a list of foods for a different animal.</p>	<p>Christmas – family celebrations</p>

	<ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduce a storyline or narrative into play</li> </ul>	<p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together and know which letters represent some of them</li> <li>• Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• Begin to read words and simple sentences</li> <li>• Enjoy an increasing range of books</li> <li>• Read some common irregular words</li> </ul>		
<p><b>Spring Term 1</b></p>	<ul style="list-style-type: none"> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<p><b>Core stories</b>  On the road with Mavis and Marge by Niamh Sharkey  You can't take an elephant on the Bus by Patricia Cleveland Peck  The Train Ride by June Crebbin  Bible story – The Lost sheep</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• Continue a rhyming string</li> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together and know which letters represent</li> </ul>	<p><b>Core Text</b> – The Naughty Bus by Jan and Jerry Oke.  <b>Writing outcome</b> - recount of the adventures of Naughty Bus and where he went</p>	<p>Visit to the library – occupations revisit – simple maps / where we live</p> <p>Visit from Search and Rescue – occupations revisit</p>



	<ul style="list-style-type: none"> <li>Introduce a storyline or narrative into their play</li> <li>Develop own narratives and explanations by connecting ideas or events</li> </ul>	<p>some of them Link sounds to letters, naming and sounding the letters of the alphabet</p> <ul style="list-style-type: none"> <li>Read and understand simple sentences</li> <li>Enjoy an increasing range of books</li> <li>Read some common irregular words</li> </ul>		
<b>Spring Term 2</b>	<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> <li>Develop narratives and explanations by connecting ideas or events</li> </ul>	<p><b>Core stories</b>  A Great Big Cuddle by Michael Rosen  Hattie Peck by Emma Levey  Home by Carson Ellis  The Way Back Home by Oliver Jeffers  Bible story – The good Samaritan</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>Read and understand simple sentences</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Demonstrate understanding when talking to others about what they have read</li> </ul>	<p><b>Core text</b>– The Journey Home by Emma Levey.  <b>Writing outcome</b>- writing their own retelling of the story.</p>	<p>Celebrations / festivals – Holi /Easter  Mothering Sunday</p>
<b>Summer Term 1</b>	<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating</li> </ul>	<b>Core stories</b>	<b>Core text</b> – Silly Doggy! By Adam Stower.	Vet visit - occupations revisit

	<p>key events and responding with relevant comments, questions or actions</p> <ul style="list-style-type: none"> <li>• Answer 'how' and 'why' questions in response to stories</li> <li>• Develop narratives and explanations by connecting ideas or events</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul>	<p>A Great Big Cuddle by Michael Rosen Hello Kitty by Adam Stower Hairy Maclary by Linley Dodd Bible story – The boat in the storm</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences</li> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read some common irregular words</li> <li>• Demonstrate understanding about what they have read</li> </ul>	<p><b>Writing outcome</b> - orally retelling the story and writing a shortened version of the story.</p>	
<p><b>Summer Term 2</b></p>	<ul style="list-style-type: none"> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Answer how and why questions in response to stories</li> <li>• Express themselves effectively, showing awareness of listeners' needs</li> <li>• Develop narratives and explanations by connecting ideas or events</li> </ul>	<p><b>Core stories</b> – Supertato series by Sue Hendra Even superheroes have a bad day by Shelley Becker Super Duck by Jez Alborough The Gigantic Turnip by Aleksei Tolstoy and Niamh Sharkey Bible story – Daniel and the Lions</p> <p><b>Reading focus:</b></p> <ul style="list-style-type: none"> <li>• Read and understand simple sentences (that include all taught graphemes)</li> <li>• Read some common irregular words</li> </ul>	<p><b>Core text</b> - Supertato by Sue Hendra. <b>Writing outcome</b> - wanted poster with character description.</p>	<p>When I was a baby.  Looking after our environment.</p>

		<ul style="list-style-type: none"> <li>• Demonstrate understanding about what they have read</li> <li>• Read words with adjacent consonants</li> </ul>		
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The Inquisitive Me				
	Maths	The World	Expressive arts and design	Technology
<b>Autumn Term 1</b>	Number and place value – Numbers to 5  Addition and subtraction – sorting within 5  Number and place value – Comparing groups	Gardening – planting winter veg - seeds	Introduce tinkering shed Safety rules	<b>To code</b> ...developing an understanding of instructions, logic and sequences. <b>To connect</b> ...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas. Mini mash.
<b>Autumn Term 2</b>	Addition and subtraction – change within 5  Measurement- time	Light and dark Caring for class pet - snails	Introduce wood working area Safety rules	<b>To code</b> ...developing an understanding of instructions, logic and sequences using lego express <b>To connect</b>

				...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas.
<b>Spring Term 1</b>	Addition and subtraction – Numbers to 5 Number and place value – Numbers to 10	Floating and sinking / materials	Wood work boats	<b>To code</b> ...developing an understanding of instructions, logic and sequences. <b>To connect</b> ...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas.
<b>Spring Term 2</b>	Addition and subtraction – Addition to 10 Geometry – Shape and space	Our bodies Healthy eating Planting Spring vegetables / potatoes - tubers	N/A	<b>To code</b> ...developing an understanding of instructions, logic and sequences. <b>To connect</b> ...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas.
<b>Summer Term 1</b>	Geometry – exploring patterns Addition and subtraction – counting on and back	Animals and their homes Monkey Forest visit	N/A	<b>To code</b> ...developing an understanding of

	Number and place value – numbers to 20			instructions, logic and sequences. <b>To connect</b> ...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas.
<b>Summer Term 2</b>	Number and place value – numbers to 20 Multiplication and division – sharing and halving Measurement - measure	Harvest vegetables Sorting and classifying	Archimbaldi inspired salad faces	<b>To code</b> ...developing an understanding of instructions, logic and sequences. <b>To connect</b> ...developing an understanding of how to safely connect with others. <b>To communicate</b> ...using apps to communicate one's ideas.

<b>The Healthy Me</b>				
	<b>Physical development</b>	<b>RE</b>	<b>PSHE – Relationships Education</b>	<b>Learning Outside the Classroom</b>
<b>Autumn Term 1</b>	Gymnastics– negotiating space / traveling	What does it mean to believe? What do Christians believe? Do all people believe the same? Introducing Islam	Being me in my world Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Wild passport - Basic den / shelter building
<b>Autumn Term 2</b>	Games - ball skills control in throwing	Christmas story	Celebrating Difference Identifying talents	

	control in catching control over a large ball	Festivals – Celebrating Christmas	Being special Families Where we live Making friends Standing up for yourself	
<b>Spring Term 1</b>	Gymnastics - Experiment with different ways of moving /use my arms, legs and body to pretend to be something else	Islam  What do Muslims believe? Where do people's beliefs come from?	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Wild passport Basic tool use
<b>Spring Term 2</b>	Gymnastics -large apparatus - under, over, through and around equipment	Lent; what actions can we do to help others who need help? Lent; what actions do Christians do to make themselves better for God What symbols help them to think about God? Easter	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	
<b>Summer Term 1</b>	Games - Bats and Balls	Where can Christians worship? – What is a church? Visit from the vicar	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Wild passport Basic identification plants / insects – matching and sorting
<b>Summer Term 2</b>	Athletics –running, throwing	Who are special people and am I special?	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Ages	

