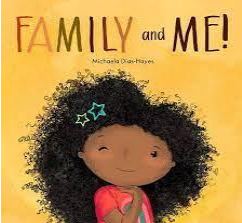
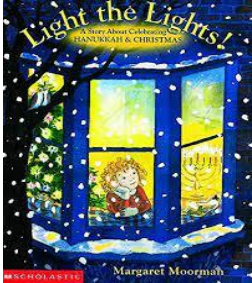
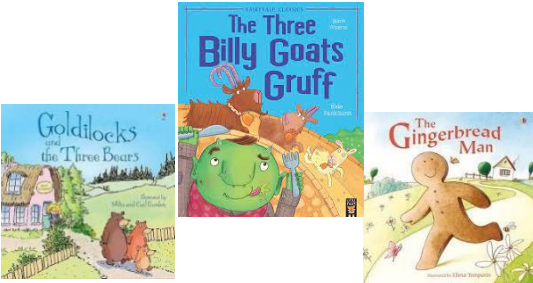
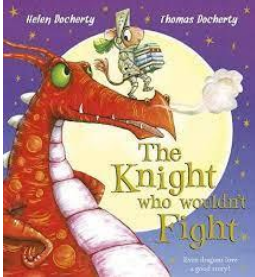
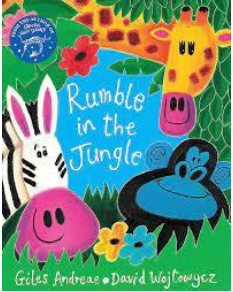




Reception 2023 – 2024	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Theme	All About Me	Let's Celebrate	Fiction vs Facts		Dragons, Castles and Knights	Deep into the Jungle
Core Texts	Family and Me 	Light the Lights 	Goldilocks and the Three Bears 3 Billy Goats Gruff Gingerbread Man 		The Knight that wouldn't fight 	Rumble in the Jungle 
Communication and Language	<ul style="list-style-type: none"> <li>To talk about themselves and others.</li> <li>To sing songs.</li> <li>To speak about a range of texts.</li> <li>To know about others.</li> <li>To know familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>To compare different festivals.</li> <li>To make comments about their observations.</li> <li>To know about different festivals.</li> <li>To be able to talk about how different people help us.</li> <li>To begin to talk about why things</li> </ul>	<ul style="list-style-type: none"> <li>To describe familiar texts with detail and using full sentences.</li> <li>To being to ask questions about familiar aspects of their environment and their learning.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about the role of healthy food and exercise in staying healthy.</li> <li>To know different traditional stories.</li> <li>To know a range of healthy food and exercise.</li> <li>Express their ideas and feelings</li> </ul>	<ul style="list-style-type: none"> <li>To be able to order a range of life cycles.</li> <li>To be able to give facts about a specified subject.</li> <li>To know different life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>To label and sort living things.</li> <li>To begin to research using a search engine.</li> <li>To describe habitats.</li> <li>To name and sort a range of living things.</li> <li>To be able to talk about different habitats.</li> </ul>

	<ul style="list-style-type: none"> <li>To describe different story and non-fiction texts.</li> </ul>	<p>happen using new vocabulary learnt.</p>	<ul style="list-style-type: none"> <li>To know different features of texts.</li> <li>To talk confidently about why things happen using new vocabulary learnt.</li> <li>To engage in meaningful conversations with others.</li> <li>To describe features of traditional stories.</li> </ul>	<p>about their experiences.</p>	<ul style="list-style-type: none"> <li>To know a range of facts.</li> <li>To engage in meaningful conversations with others.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in meaningful conversations with others.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>To use a dominant hand. <b>(Computing Link)</b></li> <li>To begin to form recognisable letters which are formed mostly correctly.</li> <li>To use climbing equipment safely and competently.</li> </ul>	<ul style="list-style-type: none"> <li>To use a dominant hand.</li> <li>To begin to use anticlockwise movement and retrace vertical lines.</li> <li>To use climbing equipment safely and competently.</li> </ul>	<ul style="list-style-type: none"> <li>To show good practice with regard to exercise, eating, sleeping and hygiene.</li> <li>To be able to balance and coordinate safely.</li> </ul>	<ul style="list-style-type: none"> <li>To handle tools, objects, construction and malleable materials safely and with increasing control.</li> <li>To negotiate space effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To use a pencil effectively to form recognisable letters, most of which are formed correctly.</li> <li>To show good control and co-ordination in</li> </ul>	<ul style="list-style-type: none"> <li>To show good control and co-ordination in large and small movements. <b>(Computing Link)</b></li> <li>To know how to handle a range of equipment and tools effectively.</li> </ul>

	<ul style="list-style-type: none"> <li>To use a dominant hand.</li> <li>To know which hand to write with.</li> <li>To know how to use the trim trail safely.</li> <li>To know how to use scissors effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate space effectively.</li> <li>To know how to make anticlockwise movement and retrace vertical lines.</li> <li>To know how to use the trim trail safely.</li> <li>To know how to use scissors effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To negotiate space effectively.</li> <li>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</li> <li>To know how to use scissors effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To know why it is important to handle different apparatus safely.</li> <li>To know how to use scissors effectively.</li> </ul>	<p>large and small movements. <b>(Computing Link)</b></p> <ul style="list-style-type: none"> <li>To know how to form letters correctly.</li> <li>To know how to use scissors effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use scissors effectively.</li> </ul>
<p>Literacy Phonics – <b>Twinkl</b> Phonics</p>	<ul style="list-style-type: none"> <li>Level 1 Phonics</li> <li>Level 2 Phonics</li> <li>Level 3 Phonics</li> <li>(Ability taught)</li> <li>5 weeks</li> </ul> <ul style="list-style-type: none"> <li>Listening to and identifying sounds in the environments.</li> <li>Listening to and hearing initial</li> </ul>	<p>Level 1 Phonics Level 2 Phonics Level 3 Phonics (Ability taught) 5 weeks</p> <ul style="list-style-type: none"> <li>Listening to and hearing sounds in CVC words.</li> <li>To identify sounds on a sound mat and to use this when writing.</li> </ul>	<p>Level 1 Phonics Level 2 Phonics Level 3 Phonics (Ability taught) 5 weeks</p> <ul style="list-style-type: none"> <li>To think of and write a short, simple sentence.</li> <li>Listening to and hearing sounds</li> </ul>	<p>Level 1 Phonics Level 2 Phonics Level 3 Phonics (Ability taught) 5 weeks</p> <ul style="list-style-type: none"> <li>To think of and write a short, simple sentence.</li> <li>Listening to and hearing sounds in CVC and CVCC words.</li> </ul>	<p>Level 1 Phonics Level 2 Phonics Level 3 Phonics (Ability taught) 5 weeks</p> <ul style="list-style-type: none"> <li>To think of and write a short, simple sentence.</li> <li>Listening to and hearing sounds in CVC and CVCC words.</li> </ul>	<p>Level 1 Phonics Level 2 Phonics Level 3 Phonics (Ability taught) 5 weeks</p> <ul style="list-style-type: none"> <li>To think of and write a short, simple sentence.</li> <li>Listening to and hearing sounds in CVC and CVCC words.</li> </ul>

	<p>sounds in familiar words.</p> <ul style="list-style-type: none"> <li>• To identify sounds on a sound mat.</li> <li>• Listens to familiar stories and able to recall some facts.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters looks like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Knows how to sequence familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to familiar stories and able to recall facts.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters looks like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught HFW in text.</li> <li>• Knows how to sequence familiar stories.</li> </ul>	<p>in CVC and CVCC words.</p> <ul style="list-style-type: none"> <li>• Identifying sounds on a sound mat.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing that words can be written.</li> <li>• Knowing the sounds that the taught letters make.</li> <li>• Knowing what the taught letters looks like</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught HFW in text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught HFW in text.</li> <li>• To know that a sentence starts with a capital letter and ends with a full stop.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Checking written work and making any changes where necessary.</li> <li>• Listens to stories and is beginning to anticipate what may happen next.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught HFW in text.</li> <li>• To know that a sentence starts</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sounds, including phonemes and other digraphs on a sound mat.</li> <li>• Checking written work and making any changes where necessary.</li> <li>• Knowing the sounds that the taught phonemes make.</li> <li>• Knowing what the taught phonemes look like.</li> <li>• Knowing how to write the taught letters.</li> <li>• Recognising taught HFW in text.</li> <li>• To know that a sentence starts with a capital letter and ends with a full stop.</li> <li>• Knowing that sentences can be extended by using a connective.</li> <li>• Uses learnt words and phrases to</li> </ul>
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			<ul style="list-style-type: none"> <li>Knows how to spell some familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to spell some familiar words.</li> </ul>	<p>with a capital letter and ends with a full stop.</p> <ul style="list-style-type: none"> <li>Knowing that sentences can be extended by using a connective.</li> <li>Uses learnt words and phrases to discuss familiar stories or during role play.</li> <li>Knows how to spell some familiar words.</li> </ul>	<p>discuss familiar stories or during role play.</p>
Additional Activities in School	<p>Rock Steady Uttoxeter Lions Bramshall Meadows 1<sup>st</sup> Birthday Bash Bloom Week VIP Readers Harvest Heathy Mind, Heathy Me</p>	<p>Bonfire Lunch Diwali Celebrations Remembrance Day Healthy Mind, Healthy Me Nativity Festive Fun Week VIP Readers Heathy Mind, Heathy Me</p>	<p>Wonder Week National Story Telling Week Grandparents Lunch Internet Safety Week Mental Health Week Chinese New Year NSPCC Number Day</p>	<p>Curious about Culture Day World Book Day Mother's Day Breakfast Kindness Week Easter Activities and Celebrations VIP Readers Heathy Mind, Heathy Me</p>	<p>St Georges Day Walk to School Week VIP Readers Heathy Mind, Heathy Me</p>	<p>Nutrition Week Looking after Me Day Sports Day Father's Day Breakfast Self Belief Week Friendship Day When I am Older Workshop Awards Celebrations and Lunch VIP Readers</p>

			VIP Readers Heathy Mind, Heathy Me			Heathy Mind, Heathy Me
Key Events in School						
Educational Trips and Workshops		<ul style="list-style-type: none"> <li>Amerton Farm Festive Visit</li> </ul>	<ul style="list-style-type: none"> <li>Through the Stage Door Theatre Company</li> </ul>	<ul style="list-style-type: none"> <li>Ducks and Chicks Arrive</li> </ul>	<ul style="list-style-type: none"> <li>Stafford Castle</li> </ul>	<ul style="list-style-type: none"> <li>Peak Wildlife Park</li> </ul>