

Reception	Autumn			Spring		Summer
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<p>Superhero Me (8 weeks)</p>  <p>Do you know just how super you are? You can do amazing things and finding out what makes you and your new class friends unique will help you to understand the similarities and differences between you and how that makes you so amazing. In this topic you will learn all about you, your new friends and you will get to bring your families to school for a morning to see what a super learner you are!</p>	<p>Blast Off (7 weeks)</p>  <p>Have you ever looked up and wondered what is beyond the sky? Do you know what a planet is or what the planets are called? What would you dress an alien in? If you had to make a picnic for one- what would be in it? Blast off on an adventure and see what you can find out about life beyond the stars.</p>	<p>Shiver M' Timbers! (6 weeks)</p>  <p>Have you ever wanted to become a pirate? Do you know who the most famous pirate of all was? Have you ever made a pirate ship that can float or followed a map to reveal hidden treasure? In this topic you will learn everything you need to become a perfect pirate as we travel the high seas looking for adventure!</p>	<p>Remarkable Robots (6 weeks)</p>  <p>What an extraordinary machine a robot is! Have you ever seen one? Did you know that a robot can do awesome things such as build cars and clean the house? What would you get a robot to do if you could design one? During this topic, you will get the opportunity to learn all about the remarkable world of robots!</p>	<p>Splendid Safari (6 weeks)</p>  <p>Do you know where Ghana is? What would it be like to live there? Is it hot or cold? In this amazing country you will come across creatures such as leopards, cheetahs and elephants? How can you tell them apart and what makes each one special? Come with us on a journey as we learn all about this country and the people and animals that live there.</p>	<p>Ready Steady... Grow! (7 weeks)</p>  <p>Do you know how a butterfly began its life? Have you ever wondered how a sunflower got to be so tall? Do you look the same now as when you were born? How have you changed and what have you achieved? In our wonderful world lots of changes happen to the plants, the creatures and to you. We will take a close look at how things change as you get ready to move into Year One.</p>
Main Story	Hug for Humphrey by Steve Smallman	How to Catch a Star by Oliver Jeffers	Pizza for Pirates by Adam & Charlotte Guillain	Robot Rumpus by Sean Taylor and Ross Collins	The Selfish Crocodile by Faustin Charles and Mike Terry	Jack and the Beanstalk by Mara Alperin and Mark Chambers
Role Play	School	Space Station	Pirate Cave/Treasure Island	Robot Workshop	Safari	Garden Centre
SMSC	New beginnings Whole Body Listening	Friendship Christmas Whole Body Listening	Truth and Honesty Whole Body Listening	Helping other people Whole Body Listening	Differences Whole Body Listening	Aspirations Whole Body Listening
Educational Visit	Local Area	Dome Workshop	Pirate Picnic in the Country Park	STEM Visitor	Paighton Zoo	Theatre Trip
Wow moment	Superhero arrival	Crashed Spaceship	Arrival of a treasure chest and boat	Arrival of a Robot	Postcard from Barnaby Bear in Ghana	Giant's footprints and clues to the story



Themed Learning	<p>Looking closely at our features: individual characteristics (WK1) (PHSE & Science)</p> <p>Special events in our lives-how did you celebrate? (History & RE) (WK2)</p> <p>What I can do?: Looking at individual special skills (WK 3) (PHSE & RE)</p> <p>Self- portraits in the style of Andy Warhol (WK 4) (Art)</p> <p>Friendships: thinking about our new friends and what makes them a friend. (WK 5) (PHSE & RE)</p> <p>'Guess Who?' Children give clues about another child (such as hair colour) to the group. Can the children guess who they are describing? (WK 6) (PHSE & Science)</p> <p>Senses: Children use their senses to feel, smell, look at and listen to a range of objects. (WK 7) (PHSE & Science)</p>	<p>Things to take to the moon. Children draw pictures and write lists of what they would need to take to the moon. (WK 1) (History)</p> <p>Alien Picnic Children design and make a picnic suitable for an alien. (WK 2) (DT)</p> <p>What do aliens wear? Children design an outfit for an alien, draw and label it. (WK 3) (Art, DT)</p> <p>Comparing Planets Does everything end at the sky? What is a planet? How many planets are there? What are they called? (WK 4) (Science)</p> <p>Honeycomb Asteroids What is an asteroid? How is it formed? Children learn about chemical reactions. (WK 5) (Science)</p> <p>If I met an alien! Children write positive things about themselves to tell an alien all about being a human. (PHSE)</p> <p>Design a space station. Children draw and label their very own space station. (DT)</p> <p>(WK 6) Perfect Planets</p>	<p>Map making: plotting treasure on a map and using techniques to make their maps look old. (WK 1) (Geography & Art)</p> <p>How to be a pirate: What do you need to be a pirate? Reading words and writing lists. (WK 2) (PHSE)</p> <p>How to make a pirate hat Writing/sequencing instructions to make a hat fit for a pirate. (WK 3): (DT)</p> <p>Pirate Ships: Floating and sinking. Which materials are good for a pirate ship? (Wk 4) (Science)</p> <p>Pirate Cooking: Making pirate biscuits- weighing ingredients planning how many we need. (WK 5) (DT)</p> <p>Design a Pirate Ship: Using construction to design and build a suitable ship for a pirate. (WK 6) (DT)</p>	<p>Are Robots Alive? Children will explore the difference between robots and humans. They programme Bee-Bots (WK 1) (Computing)</p> <p>What is a Robot? Using the story of 'Robot Rumpus' children will explore the characteristics of a typical robot and then write facts about a robot. (WK 2) (Computing)</p> <p>Why are Robots for used? Children look at different types of robots and how they are used to help people achieve amazing things. Children then choose a robot and then write about it. (WK 3) (Computing)</p> <p>Design and make a Robot Children design a robot and then label their design before making it. (WK 4) (DT)</p> <p>My Remarkable Robot! Children will revisit the robot they designed and then write sentences explaining all the cool things their Robot can do. (WK 5) (DT)</p> <p>Technology All Around: Children explore a range of technology is used in places such as homes and schools (WK 6) (Science & Computing)</p>	<p>Where is Barnaby Bear? Looking closely at Ghana and comparing it to Britain How did he travel there? What is the weather? Learning some Ghanaian words. (WK1) (Geography. R.E. & MFL)</p> <p>Identity: Comparing school uniforms / flags. Children make their own flags using different media. (WK 2) (PSHE, Geography & Art)</p> <p>African Animals: looking at the features of different African animals Writing animal fact files. (WK 3) (Science & Geography)</p> <p>Who is who? Looking carefully at the colours/patterns on African animals- identifying and recreating them. (WK 4) (Art & Geography)</p> <p>Postcards to Ghana: Writing postcards/letters to our Ghanaian friends. (WK 5) (PSHE, Geography)</p> <p>Making Music Listening to African music and making our own instruments and dances. (WK 6) (Music)</p>	<p>Planting a seed. Writing a list of things needed to grow a seed. Children plant a seed. (WK 1) (Science & History)</p> <p>The lifecycle of a Butterfly sequencing/ making zigzag books- relating to our class butterflies. (WK 2) (Science & History)</p> <p>The lifecycle of a frog Children create and label lifecycles. (WK 3) (Science & History)</p> <p>Baby it is you: do you still look the same as when you were a baby? (WK 4) (History & Science)</p> <p>Reflections: Looking back over their Reception year Writing about achievements. (WK 5) (History & PSHE)</p> <p>Aspirations: thinking about Year One: how will it change? What will we want to learn/improve? (WK 6) (PSHE)</p>
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Maths	<p><u>Cardinality and Counting</u> <i>Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents</i></p> <p>WK1: Assessment</p> <p>WK 2: Counting: saying number words in sequence</p> <p>WK 3: Counting: tagging each object with one number word</p> <p>WK 4: Counting: knowing the last number counted gives the total so far</p> <p>WK 5: Subitising: recognising small quantities without needing to count them all</p> <p>WK6: Numeral meanings</p> <p>WK 7: Conservation: knowing that the number does not change if things are rearranged</p> <p>WK:8 Revisit, review and extend</p>	<p><u>Comparison</u> <i>Understanding that comparing numbers involves knowing which numbers are worth more or less than each other</i></p> <p>WK1: More than / less than</p> <p>WK2: Identifying groups with the same number of things</p> <p>WK3: Comparing numbers and reasoning</p> <p>WK4: Knowing the 'one more than/one less than' relationship between counting numbers</p> <p>WK5: Collecting and comparing data</p> <p>WK6: Problem Solving</p> <p>WK:7 Revisit, review and extend</p>	<p><u>Composition</u> <i>Understanding that one number can be composed from two or more smaller numbers</i></p> <p>WK1: Part-whole: identifying smaller numbers within a number</p> <p>WK2: Inverse operations</p> <p>WK3: A number can be partitioned into different pairs of numbers</p> <p>WK4: A number can be partitioned into more than two numbers</p> <p>WK5: Number bonds: knowing which pairs make a given number</p> <p>WK6: Revisit, review and extend</p>	<p><u>Shape and Space</u> <i>Understanding what happens when shapes move, or combine with other shapes, helps develop wider mathematical thinking</i></p> <p>WK1: Developing spatial vocabulary</p> <p>WK2: Identifying similarities between shapes</p> <p>WK3: Properties of shape</p> <p>WK4: Relationships between shapes</p> <p>WK5: Revisit, review and extend</p> <p>WK6: Revisit, review and extend</p>	<p><u>Pattern</u> <i>Looking for and finding patterns helps children notice and understand mathematical relationships</i></p> <p>WK1: Continuing and copying a simple pattern</p> <p>WK2: Creating simple patterns</p> <p>WK3: Spotting an error in a simple pattern</p> <p>WK4: Identifying the unit of repeat in a pattern</p> <p>WK5: Continuing a pattern which ends mid-unit</p> <p>WK6: Revisit, review and extend</p>	<p><u>Measures</u> <i>Comparing different aspects such as length, weight and volume, as a preliminary to using units to compare later.</i></p> <p>WK1: Recognising attributes</p> <p>WK2: Comparing amounts of continuous quantities</p> <p>WK3: Estimating and predicting</p> <p>WK4: Comparing indirectly</p> <p>WK5: Recognising the relationship between the size and number of units</p> <p>WK6: Use units to compare things</p> <p>WK7: Use time to sequence events</p>
P.E.	Negotiating space adjusting speed and changing direction	Jumping and landing safely, rolling and balancing	Dance	Ball control	Climbing safely, negotiating obstacles	Races and games
Independent Learning Time	Through their independent learning time children access planned and purposeful learning challenges that inspire them to build upon their knowledge and skills across the taught curriculum. For example, children will continue to develop their understanding of science, through opportunities to observe and record the lifecycles of butterflies as well as living					



creatures in the pond or in the bug hotel and under rocks in the outdoor learning environment. They will become geographers when they explore different places around the world through stories, maps, small-world play and a safari role-play. Children have access to Bee-Bots, an Alexa, iPads and computers, introducing them to the foundations of computing. They explore art and design & technology through a well-resourced creative area; here the children learn to think critically as they join, fold, cut and build using construction and different materials. Children become historians as they use their own experiences in their imaginative play as well as creating pictures, drawings and stories about the events that have happened in their lives.