

Year Group: Reception Term: Autumn 1		Title: Bears!					
		Topic Description: This half-term the children will be settling into Reception and learning about the rules and routines that need to be followed. We will encourage the children to share information about themselves in different ways through our Circle Times. Through this topic the children will share information about their families, pets, interests, hobbies and likes/dislikes with staff and other children.			Opportunities for visitors/trips/parental involvement:  Tapestry workshop for parents – to introduce how to add observations from home that can be shared at school.  RWI Inspire – to introduce parents to how we teach letter sounds in Reception  Trip to the Build a Bear workshop.		
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT objectives:</b> - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. - Aware of the boundaries set and behavioural expectations in the setting. - Can describe self in positive terms and talk about abilities.	<b>PHYSICAL DEVELOPMENT objectives:</b> - Can copy some letters, e.g. letters from their names. - Moves freely with pleasure and confidence.	<b>COMMUNICATION AND LANGUAGE objectives:</b> - Maintains attention, concentrates and sits quietly during appropriate activity. - Listens and responds to ideas expressed by others in conversation or discussion.	<b>LITERACY objectives:</b> - Enjoys an increasing range of books. - Listens to stories with increasing attention and recall. - Recognises familiar words and signs. - Hears and says the initial sound in words. - Writes own name.	<b>MATHEMATICS objectives:</b> - Recites numbers in order to 10. - Shows an interest in numerals in the environment. - Records using marks that they can interpret and explain. - Begins to identify own mathematical problems based on own interests and fascinations. - Uses everyday language related to time. - Orders and sequences familiar events.	<b>UNDERSTANDING THE WORLD objectives:</b> - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family. - Looks closely and similarities, differences, patterns and change. - Uses ICT hardware to interact with age-appropriate computer software.	<b>EXPRESSIVE ARTS AND DESIGN objectives</b> - Constructs with a purpose in mind, using a variety of resources. - Uses simple tools and techniques competently and appropriately.	<b>Key Vocabulary:</b> Bear Rules 'Good to be green' 'Proud cloud' Red card Amber card Green card Routines
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT activities:</b> - Circle Times – settling in and getting to know each other - Expectations - rules and routines - Behaviour system - Talents and skills – talking about what we are good at	<b>PHYSICAL DEVELOPMENT activities:</b> - Fine motor skill development – writing names - Sticky Kids – listening and following instructions - Ring games	<b>COMMUNICATION AND LANGUAGE activities:</b> - Circle times - Talking Tub - Share thoughts and feelings - Talk about likes and dislikes	<b>LITERACY activities:</b> - Stories – The Everywhere Bear, Peace at Last, This is the Bear, Goldilocks and the Three Bears - Start of RWI – learning first letter sounds - Name writing - 15 favourite stories	<b>MATHEMATICS activities</b> - Daily counting - Calendar – days of the week, month - Dinner tally chart Introducing Numicon - Number stories - Number formation songs	<b>UNDERSTANDING THE WORLD activities:</b> - Circle times – talking about our families and friends, Eid and celebrations - Autumn Walk - looking at changes - Take home bears – family activities - Introducing iPads and Tapestry	<b>EXPRESSIVE ARTS AND DESIGN activities:</b> - Making cakes - Portraits – using different media e.g. crayons, charcoal, pastels, paint, collage - Fine motor skill development – using scissors, glue spreaders, tools for playdough - Singing 'Fabby Dabby' songs	

		<b>Title: Let's Celebrate!</b>					
<b>Year Group: Reception</b> <b>Term: Autumn 2</b>		<b>Topic Description:</b> It's party time! Let's celebrate! Children at Westgate Hill take part in lots of different celebrations and festivals. We will be exploring exciting times for families – weddings, new babies and birthdays. We will also read lots of stories about festivals from different cultures!			<b>Opportunities for visitors/trips/parental involvement:</b> <ul style="list-style-type: none"> <li>• Numicon/Early Years maths strategies for parents</li> <li>• Big Bangs for topic – 'Celebration of Cultures' day</li> <li>• Christmas 'sing a long' for parents</li> </ul>		
<b>PSFD objectives:</b> - Initiates conversations, attends to and takes account of what others say (40-60 months) - Aware of the boundaries set, and behavioural expectations in the setting (40-60 months)  <b>PSFD activities:</b> - Consolidating 'Froggetts' and talking about how to behave in school, embedding 'Good to be Green' and class rewards - Circle Times – rules and expectations on how to look after and respect toys and each other	<b>PD objectives:</b> - Children manage their own basic hygiene, including dressing (ELG) - Experiments with different ways of moving (40-60 months) - Uses a pencil and holds it effectively to form recognisable letters (40-60 months)  <b>PD activities:</b> - Dance cards and songs – moving in different ways e.g. giants, fairies, animals etc. - Changing into PE kits weekly - Handwriting every Friday during writing time	<b>CL objectives:</b> - Listens to stories with increasing attention and recall (40-60 months) - Maintains attention, concentrates and sits quietly during appropriate activity (40-60 months) - Listens and responds to ideas expressed by others in conversation or discussion (40-60 months) - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (40-60 months)  <b>CL activities:</b> - Circle Times - Story times	<b>L objectives:</b> -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60 months) -Links sounds to letters, naming and sounding the letters of the alphabet. (40-60 months)  <b>L activities:</b> - Focus books – 'A Party for Dads', 'The Scarecrow's Wedding', 'Daily RWI lessons and action words, weekly Rainbow writing sessions - Focus on handwriting and letter formation	<b>M objectives:</b> - Beginning to use everyday language related to money - Beginning to use the vocabulary involved in adding (40-60 months) - Recognises numbers 1-20 and arranges them in order (ELG)  <b>M activities</b> - Introducing 'Maths floorbooks' to record thoughts and ideas - Money – talking about how we use money every day - Number: recognising numbers and Numicon/counting to 20 through flashcards, splat the number, calendar, register/daily routines - Number: more and fewer activities and simple adding games	<b>UW objectives:</b> - Enjoys joining in with family customs and routines (40-60 months) - Knows similarities and differences between themselves and others, and among families, communities and traditions (ELG)  <b>UW activities:</b> - Circle Times in key groups – talking about celebrations in different cultures and families - Talking Tub – sharing artefacts from different cultural celebrations - Recording ideas in Floorbook - Tapestry link to home - sharing photos	<b>EAD objectives</b> - Manipulates materials to achieve a planned effect (40-60 months) - Constructs with a purpose in mind, using a variety of resources (40-60 months) - Engages in imaginative role-play based on own first-hand experiences (30-50 months)  <b>EAD activities:</b> - Singing Christmas songs for our 'sing a long' - Learning how to make 'celebration' themed resources – making cards, banners/bunting/ wrapping paper through a range of techniques e.g. printing, cutting, sticking etc.	<b>Key Vocabulary:</b>  Celebrations  Culture  Eid, Christmas, Ramadan, birthday, wedding, Hanukkah, Diwali, fireworks, Remembrance Day, gifts, prayer, family, friends, Nativity,

**EXPLORE**



**Title: Creatures great and small**

**Topic Description:**

**Who am I? Come with us as we discover different animals from around the world. We will get lost in different adventures through Julia Donaldson stories and we will use our senses to explore when we go on a special visit!**

**Opportunities for visitors/trips/parental involvement:**

- Trip to Great North Museum
- Chinese New Year assembly
- Wildlife Trust
- Dogs Trust

**Year Group: Reception**

**Term: Spring 1**

**PSED objectives:**

-- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60 months)

- Aware of the boundaries set, and behavioural expectations in the setting (40-60 months)

-Confident to speak to others about own needs, wants, interests and opinions. (40-60 months)

**PSED activities:**

To continue to embed 'Good to be Green' and class rewards using Frogetts.

- Circle Times – rules and expectations on how to look after and respect toys and each other

**PD objectives:**

- **Children manage their own basic hygiene, including dressing (ELG)**  
- **Experiments with different ways of moving (40-60 months)**

-Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60 months)

**PD activities:**

- ball skills games  
- Changing into PE kits weekly  
- Handwriting every Friday during writing time

**CL objectives:**

- **Listens to stories with increasing attention and recall (40-60 months)**

- **Maintains attention, concentrates and sits quietly during appropriate activity (40-60 months)**

- **Listens and responds to ideas expressed by others in conversation or discussion (40-60 months)**

- **Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (40-60 months)**

**CL activities:**

- Circle Times  
- Story times  
- Discussion based around 'The cube' (zoo, farm)  
- Concept mapping based around the topic

**L objectives:**

-Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60 months)

-Links sounds to letters, naming and sounding the letters of the alphabet. (40-60 months)

**L activities:**

Books – The Gruffalo, Monkey Puzzle, Room on the Broom, Night monkey, day monkey, Tiddler, What the ladybird heard.  
-- Daily RWI lessons and action words, weekly Rainbow writing sessions  
- Focus on spelling using Fred fingers

**M objectives:**

- Beginning to use the vocabulary involved in adding and subtraction (40-60 months)

-Finds one more or one less from a group of up to five objects, then ten objects. (40-60 months)  
- Recognises numbers 1-20 and arranges them in order (ELG)

**M activities**

Continue 'Maths floorbooks' to record thoughts and ideas  
-- Lengh/height, measuring using everyday objects  
- Number: recognising numbers and Numicon/counting to 20 through flashcards, splat the number, calendar, register/daily routines  
- Number: more and fewer activities and simple adding and subtraction games

**UW objectives:**

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (40-60 months)

- Can talk about some of the things they have observed such as plants, animals, natural and found objects.(40-60 months)  
- Shows care and concern for living things and the environment. (40-60 months)

**UW activities:**

- Discussions about animals in stories e.g appearance, where they live linked to museum visit.  
- Concept mapping around topic  
- Tapestry link to home - sharing photos

**FAD objectives**

- Manipulates materials to achieve a planned effect (40-60 months)

- Constructs with a purpose in mind, using a variety of resources (40-60 months)  
- Experiments to create different textures.

•Understands that different media can be combined to create new effects. (40-60 months)  
- Create simple representations of events, people and objects.


**FAD activities:**


- Making potions, papier mache, building homes for animals,  
- Role play – zoo  
- Modelling simple representation through models, pictures, painting.

**Key Vocabulary:**

Animal names  
Similarities  
Differences  
Zoo  
Farm  
Sea,  
Jungle,  
Pet  
Size- small, tiny, huge, gigantic,  
Scaly,  
Furry,  
Bumpy,  
Rough,  
Smooth,  
Hairy,  
Feathers,  
Fur,  
Scales,  
Fins,  
Life cycle,

		<b>Title: What changes can I see?</b>					
		<b>Topic Description:</b> Our topic is all about changes that we can see and feel, inside and outside! Through exciting Eric Carle stories we will learn how plants, animals and even people can grow, change and develop.			<b>Opportunities for visitors/trips/parental involvement:</b> Nunsmoor Park/Leazes Park Inspire activity – reading books – House for a Hermit Crab		
<b>Year Group: Reception</b> <b>Term: Spring 2</b>							
<b>PSED objectives:</b> -- Explains own knowledge and understanding, and asks appropriate questions of others. (40-60 months) - Beginning to be able to negotiate and solve problems without aggression (40-60 months) - Can describe self in positive terms and talk about abilities (40-60 months)	<b>PD objectives:</b> - Children manage their own basic hygiene, including dressing (ELG) - Handles tools etc. safely and with increasing control (40-60 months) -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60 months)	<b>CL objectives:</b> - Able to follow a story without pictures or props - Listens and responds to ideas expressed by others in conversation or discussion (40-60 months) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (40-60 months) - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	<b>L objectives:</b> -Can segment the sounds in simple words and blend them together and knows which letters represent some of them. (40-60 months) -Links sounds to letters, naming and sounding the letters of the alphabet. (40-60 months)	<b>M objectives:</b> - Beginning to use the vocabulary involved in adding and subtraction (40-60 months) - Using everyday language related to time, ordering and sequencing familiar events (40-60 months) - Recognises numbers 1-20 and arranges them in order (ELG)	<b>UW objectives:</b> - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (40-60 months) - Children know about similarities and differences between themselves and others (ELG)	<b>EAD objectives</b> - Manipulates materials to achieve a planned effect (40-60 months) - Constructs with a purpose in mind, using a variety of resources (40-60 months) - Experiments to create different textures. •Understands that different media can be combined to create new effects. (40-60 months) - Create simple representations of events, people and objects. (40-60 months)	<b>Key Vocabulary:</b> Changes, similarities and differences Grow Plants, seeds, soil, spade, root, stem, flower, leaves Order, sequence Life cycle Colours Animals
<b>PSED activities:</b> To continue to embed 'Good to be Green' and class rewards using Frogetts. - Circle Times – rules and expectations on how to look after and respect toys and each other	<b>PD activities:</b> Apparatus – RA and RW Ball skills – RP and RC Changing into PE kits weekly	<b>CL activities:</b> - Circle Times - Story times	<b>L activities:</b> Books - The Mixed-Up Chameleon The Tiny Seed A House for Hermit Crab Daily RWI lessons and action words, weekly Rainbow writing sessions - Focus on spelling using Fred fingers	<b>M activities:</b> Continue 'Maths floorbooks' to record thoughts and ideas Squishy Subtraction Ordering everyday events Looking at months in the year, days of the week	<b>UW activities:</b> Planting Observing changes over time Animals – similarities and differences	<b>EAD activities:</b> Decorating – patterns and colours Fine motor activities – scissor control	

		<b>Title: Once upon a time...</b>					
		<b>Topic Description:</b> This half term, Reception are going to become authors, actors and bakers! We are going to listen to traditional tales and become the characters in the stories. Everybody will create their own story maps and even write the stories themselves! One of our stories is The Little Red Hen – who will help us to bake our bread? Another one is The Gingerbread Man – can we read and write as quickly as the Gingerbread Man runs? We will also learn about Little Red Riding Hood – Reception, what big ideas you will have!			<b>Opportunities for visitors/trips/parental involvement:</b> Inspire – The Little Red Hen		
<b>Year Group: Reception</b> <b>Term: Summer 1</b>							
<b>PSED objectives:</b> - They take account of one another's ideas about how to organise their activity (ELG) - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable (ELG) <b>PSED activities:</b> - Discussing how to solve problems and negotiate with each other - Listening to Talk Partners during Plan, Do, Review and discussing play	<b>PD objectives:</b> - Children manage their own basic hygiene, including dressing (ELG) - Handles tools etc. safely and with increasing control (40-60 months) -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60 months) <b>PD activities:</b> Apparatus – RC and RP Ball skills – RW and RA Changing into PE kits weekly	<b>CL objectives:</b> -Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG) - Children develop their own narratives and explanations by connecting ideas or events (ELG) <b>CL activities:</b> - Circle times - Story times - Plan, Do, Review - Talk for Writing - Talk Partners	<b>L objectives:</b> - Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. (ELG) - Children write simple sentences which can be read by themselves and others. (ELG) <b>L activities:</b> - Drawing story maps - Talk for Writing - Sequencing pictures from stories - Hot-seating - Writing stories - Daily RWI lessons - Action words	<b>M objectives:</b> - Children say which number is one more or one less than a given number, add and subtract two single-digit numbers and count on or back to find the answer (ELG) - Children use everyday language to talk about weight and capacity - Children talk about 2D and 3D shapes and describe them (ELG) <b>M activities:</b> - 2D and 3D shapes – in real life - Solving problems about weight and capacity - Solving number problems – one more/one less, adding and taking away and counting backwards	<b>UW objectives:</b> - Children know about similarities and differences between themselves and others (ELG) - Children know about similarities and differences in relation to places, objects, materials and living things.(ELG) <b>UW activities:</b> - Cooking activities – making gingerbread men, bread and cakes - Circle times – families and similarities and differences	<b>FAD objectives</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes (ELG) <b>FAD activities:</b> - Junk modelling - Construction – joining Lego in different ways to build models for different purposes - Making props to support Talk for Writing stories	<b>Key Vocabulary:</b> Beginning, middle, end Actions Retell Sequencing Character Setting Make, create, join, build Review, change, improve Weight – heavy, light, heavier, lighter, heaviest, lightest, order Capacity – full, empty, half full, half empty, nearly full, nearly empty Cook – mix, bake, measure, change, heat, cool

		<b>Title:</b> Super Me!					
		<b>Topic Description:</b> As we near the end of our learning journey in Reception we are reflecting on how incredibly talented we all are. We will be reading stories about superheroes and talking about what we will be when we grow up. Do we have fantastic firefighters, awesome authors, green fingered gardeners, terrific teachers, nurturing nurses, amazing athletes and super singers and other occupations where we can show our talents off? What does our future hold and what will we become?			<b>Opportunities for visitors/trips/parental involvement:</b> Trip to Jesmond Dene/Paddy Freemans Sports Day		
<b>Year Group: Reception</b> <b>Term: Summer 2</b>							
<b>PSED objectives:</b> - Children play co-operatively. They show sensitivity to others' needs and feelings (ELG) - Children are confident to speak in a familiar group and will talk about their ideas (ELG) - Children talk about how they and others show feelings, work as part of a group or class, and understand and follow the rules (ELG) <b>PSED activities:</b> - Discussing how to solve problems and negotiate with each other - Circle Times - Talking about talents, skills	<b>PD objectives:</b> - Children show good control and co-ordination in large and small movements (ELG) - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe (ELG) <b>PD activities:</b> - Changing into PE kits weekly - Athletics skills – practise for Sports Day	<b>CL objectives:</b> -Children answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG) - Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future (ELG) They develop their own narratives and explanations by connecting ideas or events (ELG) <b>CL activities:</b> - Circle times - Story times - Plan, Do, Review - Talk for Writing - Talk Partners	<b>L objectives:</b> Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read (ELG) Children use their phonic knowledge to write words. They write simple sentences which can be read by themselves and others (ELG) <b>L activities:</b> Stories – Supertato series, Super Me, Superkid, Super Dad, When I grow up Drawing story maps - Talk for Writing - Sequencing pictures from stories - Hot-seating - Writing stories - Daily RWI lessons - Action words	<b>M objectives:</b> Children use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing (ELG) Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems (ELG) <b>M activities:</b> - Solving problems about weight, time, money - Tally charts - Solving number problems – one more/one less, adding and taking away and counting backwards	<b>UW objectives:</b> - Children know about similarities and differences between themselves and others, and among families, communities and traditions (ELG) - Children know about similarities and differences in relation to places, objects, materials and living things (ELG) - Children select and use technology for particular purposes (ELG) <b>UW activities:</b> - Cooking activities - Circle time activities – how have we changed since starting reception? - What will I be when I am older?	<b>EAD objectives</b> - Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) - Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories (ELG) <b>EAD activities:</b> Junk modelling Making capes/masks for role-play	<b>Key Vocabulary:</b> Superhero, powers, occupations, job, future, change, adult, talents.  Beginning, middle, end, actions, retell, sequencing ,character, setting  Make, create, join, build, review, change, improve  Cook – mix, bake, measure, change, heat, cool Tally, most popular, least popular, altogether, more than  Money - coin, pence, penny, pound, cost, value, amount  Weight – heavy, light, heavier, lighter, heaviest, lightest, order  Capacity – full, empty, half full, half empty, nearly full, nearly empty

