**Reception Timetable**

WARDLEY CE PRIMARY SCHOOL: REC – 2024/25

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| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| 8.40 – 9.00 | WELCOME & REG  With a carpet focus led by TA | | | | |
| 9.00 – 10.00 | RWI | RWI | RWI | RWI | RWI |
| 10.00 – 10.20 | Milk and fruit Outside | P.E (10.00 - 11.00)  Egg box Maths 11.00 - 11.20 | Milk and fruit Outside | Milk and fruit Outside | Milk and fruit Outside |
| 10.15 – 11.30 | Maths  Carpet focus of counting and then maths provision in the environment | Maths  Carpet focus of counting and then maths provision in the environment | DOTS 10.25 - 10.40  Maths  Carpet focus of counting and then maths provision in the environment | Maths  Carpet focus of counting and then maths provision in the environment |
| 11.30 – 12.00 | Lunch in the hall | | | | |
| 12.15 - 1:00 | Outside play | | | | |
| 13.00 - 13.20 | Structured story time (focused instruction of core concepts) | Structured story time   (focused instruction of core concepts) | Structured story time   (focused instruction of core concepts) | Structured story time  (focused instruction of core concepts) | Structured story time   (focused instruction of core concepts) |
| 13.20 - 14.40 | Get Busy  & targeted group teaching | Get Busy  & targeted group teaching | Get Busy  & targeted group teaching | Get Busy   & targeted group teaching | Get Busy   & targeted group teaching |
| 14.40 - 15.15 | S&L | S&L | Music  S&L | PSHE/Circle time  S&L | RE  PSHE/Circle time |

**Reception 2024 – 2025**

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **Events & Festivals**  National Poetry Day 5th October  New beginnings / transition Seasonal change: Autumn/Winter Harvest  Festivals: Bonfire night/ Christmas/Diwali | Safer Internet Day 6 Feb World Book Day 7 March  British science week 8-17 March  Seasonal change: Spring  Mother’s Day  Festivals: Easter | Meet the teacher  Seasonal change: Summer Festivals: Eid  Transition and moving on |
| **EXPERIENCES :** Local walk: Autumn Season  Museum of Home | Local walk: Spring Season  Farm visit | Local walk: Summer Season  Zoolab visit |
| **Writing opportunities:**  Family trees – labelling  Annotating cooking photos/ ingredients Animal body parts – labels  Instructions for new child to class | Labels for plants in garden Fact files about bees.  Annotating pictures of Ghana | Anti-racist posters  Letter to HT re environment Labelling maps |
| **The Natural World**  Autumn Winter  Changing materials – cooking  Animals – baby animals/ caring for animals in winter | Spring Plants  Environmental Change- bees | Summer Lifecycles  Everyday materials Forces |
| **Expressive Arts and Design**  Self portraits  Colour mixing/ art galleries | Drawing artefacts |  |
| **People, places and communities**  Shops on my high street Autumn geography fieldwork Maps of familiar places | Mapping the classroom  Ghana and China – country studies | Maps of local area/ school |
| **Past and Present**  Family trees | Homes now and then | Toys now and then |
| **Music: (Sing Up)**  I’ve got a grumpy face  The Sorcerer’s Apprentice Witch Witch  Row your boat | Bird Spotting Shake my sillies out Up and down  Five fine bumble bees | Down there under the sea It’s oh so quiet!  Slap clap clap Bow bow Belinda |
| **PE: (PE Planning)**  Me + Myself  Movement Development | Throwing + catching Ball skills | Dance  Working with others |
| **RE: (TH Agreed Syllabus)**  Where do we belong?  Which stories are special and why?  What times are special and why? | What is special about our world?  What times are special and why? | Which people are special and why? Which places are special and why? |

Literature Spine code:

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| Revisited authors | | | | |
| Heritage texts/ classics | | | | |
| Diversity of representation - author or protagonist | | |  |  |
|  | | | | |
| Strong female role model | | | | |
| Specific social, ethical, moral issues | | | | |
| Rhythms of the year | | | | |
| Specific curriculum link |  |  | | |
|  | | | | |

YR Term 1 SST Text Focus A of L Foundational Knowledge Focus Explicit Teaching RE

**FLEXIBLE WEEK: Establish routines/ welcoming activities/ presentation and handwriting practice and expectations**

Where do we belong?

What makes us special?

What Makes Me

EAD

Art:

* Drawing / line
* Painting

Self Portraits

Talk about themselves and what makes them unique.

What makes Christians feel special to God?

UTW: People, Cultures +

Geography/RE:

* People + communities-

Talk about/ draw their families.

Compare families and talk about similarities and

How do Christians know that children are special

My Family + Other Communities/

including different religious differences.

to God?

Families

past + present

History:

and cultural communities.

Make a simple family tree

UTW: People, Cultures +

* Their families Geography/RE:
* People + communities-

Describe and draw their own hair. Hairdressers role play

What groups do we belong to?

My Hair

Communities

including different religious Hairdressers- what other shops are there in our

EAD

Art:

and cultural communities.

* Painting

community? Colour mixing

Different paint types.

How are babies welcomed into the

Luna Loves Art

* + Colour, pattern, shape, texture
  + Artists/ wider concepts
  + Discussion + evaluation

Look at a real art gallery online. /Explore what people do in Christian family? an art gallery.

Create own art gallery and invite parents.

FLEXIBLE WEEK: AUTUMN

Themed texts and poems

UTW: People, Cultures + Communities

Geography:

* Skills and fieldwork
* Seasonal change

Autumn walk to collect autumn treasures.

Use map of area prior to visit to explore area. (DigiMaps/Google)

Draw maps of area visited using photos from visit.

How are babies welcomed into the Muslim family?

Pumpkin Soup

UTW: Natural World

Science:

* Seasonal change
* Everyday materials

Autumn song

Talk about/ learn about signs of autumn. Cook pumpkin soup- observe changes.

How will you welcome the baby?

The Gingerbread Man

EAD: Creating with materials

UTW: Natural World

UTW: People, Cultures +

Science:

* Everyday materials

EAD

* Tools (cutlery)

Geography:

* Seasonal change

Making gingerbread- observing changes in materials through cooking.

Find out about how other animals prepare for the winter. What is hibernation?

What stories are special? What stories are special to you?

What stories are special to Christians?

The Squirrels Who Communities Squabbled

UTW: Natural World

Tiddler

Science:

* Animals, including humans.

Science:

* Animals, including humans

What other animals do we need to care for when winter comes?

birds/ make bird seed hangers for the wildlife garden)

What animals live in water?

Look at body parts – what are they for?

Do animals live in other water than oceans? (Rivers/ponds) Label drawings with body parts.

What stories are special to Jewish people?

UTW: Natural

Science:

What are baby animals called?

What stories are special

Do Baby Elephants Suck their Trunks?

World

* + Animals, including humans. How are the same/ different to human animals? Label body parts

Match animals to habitats

Create habitat small worlds/maps

to Muslims?

Celebrations around the world

UTW:

People, Cultures

+ Communities

Science + Geography

* Seasonal change

Explore Christmas around the world

Understand what a celebration is

Share their own experiences

What times are special?

UTW:

Geography:

Make a map of our classroom/ outdoor area to help a new Why is Diwali special to

The Suitcase

People, Cultures

+ Communities

* Locational Knowledge
* Skills + fieldwork

child starting in our class/ a new visitor.

Write some instructions for helping a new starter – what do they need to know about our class?

Hindus?

FLEXIBLE WEEK: Christmas shows, EAD

FLEXIBLE: Respond to needs and interests

Why is Christmas special to Christians?

The Invisible

YR Term 2

SST Text

Focus A of L

Foundational Knowledge Focus

Explicit Teaching RE

Anansi and the Golden Pot

UTW: Past + present

History:

* Chronology
* Changes within living memory
* Their families

How was life different for our grandparents? Write questions for grandparents.

Ask grandparent to visit school.

What is special about our world?

What do we love about nature?

FLEXIBLE: - Learn more UTW People,

Geography:

What is it like in Ghana?

What do you think is

about Ghana- link to Anansi + Golden Pot

Shu Lin’s Grandpa

Culture and Communities

:

UTW: People, Culture and Communities

* Locational knowledge
* Place knowledge
* Skills + fieldwork

Geography:

* Locational knowledge
* Place knowledge
* Skills + fieldwork

Can we find it on globes/ maps? Add to class map of world How is it different to where we live?

What is it like in China?

Can we find it on globes/ maps? Add to class map of world How is it different to where we live?

special about our world?

What do you think is special about our world?

It’s a No Money Day

FLEXIBLE WEEK- respond to needs and interests. Include EAD focus on sculpture

What story do Christians tell about the creation of the world?

Chicken Clicking

PSED Health and self-care

Taking risks and staying safe

Internet Safety Day Healthy screen time.

How can we tell the Christian story of creation?

FLEXIBLE WEEK- respond to needs and interests

FLEXIBLE WEEK- focus on changing seasons – Spring/ Signs of spring walk.

What stories do Christians tell about God’s creation?

Each Peach Pear Plum

You Choose Fairy Tales

Mrs Noah’s Garden

UTW: Past and Present

UTW: Past and Present

UTW: Natural World

History:

* Chronology
* Changes within living memory
* Enquiry

History:

* Chronology
* Changes within living memory
* Enquiry

Science:

* Plants

Differences between now and long ago. (Peepo by Alan Ahlberg) How familiar things have changed over time. Eg houses/ transport Artefacts from Library service to explore objects from the past and their modern equivalents.

Museum of Home visit- homes in the past. Sorting old and new

Link with story of Noah’s Ark Plan for garden outdoor area.

Plant lifecycles- plant seeds/bulbs etc

Bible stories

Is our world ‘very good’?

What times are special?

What happens at Eid and why?

Winnie the Pooh Helps the Bees

UTW: Natural World

Science:

* Plants
* Environmental Change

Bees – how they help us – how to encourage in garden through planting/planting plan.

Make Bee Hotels

What can we say about Diwali, Christmas and Eid?

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| YR Term 3 | SST Text | | | | | | | Focus A of L | Foundational Knowledge Focus | Explicit Teaching | RE |  |
|  |  | | |  | |  | | UTW: Natural World | Science:   * Animals including humans. * Working scientifically | Observation of chicks. Animal life cycles | Which people are special and why?  Who is special to you and why? |
| Rosa Explores Life Cycles | | | | | | |
|  |  | | |  | |  | | UTW: Natural World | Science:   * Animals including humans. * Working scientifically | Animal life cycles | Why are some people special? |
| Tad | | | | | | |
|  | FLEXIBLE WEEK- RESPOND TO NEEDS AND INTERESTS | | | | | | | | | | What story do Sikhs tell about a special person? |
|  |  |  | |  |  | |  | UTW: People, Culture and Communities | Geography:   * Location knowledge * Place knowledge * Skills + Fieldwork | Reception maps it out- focus on area around school/ local area.  Go for local walk. Create a shared map of local area identifying features. | What is a good friend like? |
| Martha Maps it Out | | | | | | |
|  |  | |  | |  | | | EAD:  Mechanisms UTW: Natural World | DT:   * Tools and fixings * Range of Materials * Discussion + Evaluation   Science:   * Everyday materials | Make vehicles – model  Transport links  London Links – capital | What can a Christian learn from actions in a story? |
| William Bee’s Things That Go | | | | | | |
|  |  | | |  | |  | | EAD:  Mechanisms UTW: Natural World | DT:   * Tools and fixings * Range of Materials * Discussion + Evaluation Science: * Everyday materials History: * Significant people * Understanding the past through story. | Design and make props to retell the story with.  Small world- how can the boy/Martian get back from the moon?  Tell the story of a real space explorer- Neil Armstrong  Tell the story of a real inventor- Marie Curie (Little People Big Dreams book) | What story shows Jesus being a friend? |
| The Way Back Home | | | | | | |
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|  | Clean Up | | | | | | | UTW:  Natural World | * Science:   + Environmental change | How can we look after the world?  Write letters to PM – ways we should look after the planet. Write letters to HT- how we should look after our school | Which places are special and why?  Where is a special place to me? |  |
|  |  | | |  | |  | | UTW: Natural World  Past + Present | Science:   * Forces   History   * Changes within living memory | Explore toys now and past.  Explore how different toys move (pushes and pull) | Where is a special place for Christians? |
| Bear Shaped | | | | | | |
|  | FLEXIBLE WEEK- RESPOND TO INTERESTS AND NEEDS | | | | | | | | | | What makes a church so special to Christians? |
|  |  | | |  | |  | | EAD: Being imaginative + Expressive | Music:   * Playing instruments | Create a class orchestra/ stage.  Look at a real orchestra playing- what instruments can you see? Create character sounds/ music for another story. | Where is a holy place for Muslims? |
| The Story Orchestra | | | | | | |
|  | Standing up to Racism | | | | | | | UTW:  People, communities and cultures | Geography/RE:   * People + communities- including different religious and cultural communities. | Make posters to promote kindness. Write some rules for being a kind friend. | What makes a mosque a holy place for Muslims? |
|  | FLEXIBLE WEEK/TRANSITIONS | | | | | | | | | | Church and mosque- what is similar and  different? |
|  | FLEXIBLE WEEK | | | | | | | | | | |  |
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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Communication and Language** | Creating a language-rich environment through conversations, daily stories, songs, rhymes and role-play. | | | | | | |
| Listening, attention & understanding | S&L baseline Blank Level groups  Planned stories  What does a good listener look like? | Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Categories | Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Description and vocabulary building games | Weekly group S&L interventions  Planned stories  Whole group S&L sessions: following instructions | Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Sequencing | Weekly group S&L interventions  Planned stories  Whole group S&L sessions: Review |
| **Speaking** | Talking about experiences familiar to them (home, family, pets) | | Introducing new vocabulary through stories, non-fiction books and rhymes. Dialogues with teachers will help to extend pupils’ vocabulary. Encourage children to include this new vocabulary throughout the day in their imaginative play, independent writing and interactions with one-another.  During planned opportunities children will develop the skills of listening and responding to ideas with relevant comments, questions, or answers. They will learn  to speak with confidence to small groups and the whole class and learn new vocabulary relating to stories heard or topics. | | | |
| **Physical Development** | **Gross motor skills** | PE:  Exploring ways of moving  Fundamental movement skills taught discreetly  Moving in different ways (running, hopping, jumping, skipping) | PE: Team games including parachute  Negotiating space and obstacles | PE: Gymnastics including balancing, rolling and jumping  Moving with strength, balance and coordination | PE: Ball skills including kicking, throwing, catching and bouncing  Moving with control | PE: Obstacles activities including moving through, under and over equipment | PE: Sports day  Team games |
| Daily opportunities for gross motor development. Encourage children to be highly active and to get out of breath several times a day. | | | | | |
| **Fine motor skills** | Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Pencil grip  Pencil control  Form recognisable letters and numbers | | Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Encourage children to draw freely  Drawings to be recognisable | | Fine motor activities: threading, weaving, playdough, cutting, Lego, colouring  Careful colouring ‘inside the lines’ | |
| **Personal, social and emotional development**  **(NC link PHSE)** | **Self-regulation** | Weekly Mindfulness sessions  Naming emotions  How am I feeling?  Managing big emotions | | Weekly Mindfulness sessions  Following instructions through games and listening activities | | Weekly Mindfulness sessions  Resilience and problem solving | Weekly Mindfulness sessions  Preparing for Year 1 |
| **Managing self** | Jigsaw: Being Me in My World  New year, new routines  Rules and expectations | Jigsaw: Celebrating Difference | Jigsaw: Dreams and Goals | Jigsaw: Healthy Me | Jigsaw: Relationships | Jigsaw: Changing Me |
| **Building relationships** | Turn-taking games  Sharing  Cooperative play and group games  Share social stories | | | | | |
| **Mathematics** | **Number**  **Problem solving** | *Egg Box Maths to 5:*  -Representing numbers to 5  -One more/ one less  *Numbers within 10:*  One more  One less  One-to-one correspondence  Explore subitizing | *Egg Box Maths to 5:*  -Addition  -Subtraction  -Number bonds to 5  *Numbers within 10:*  Addition  Subtraction  Explore subitizing | *Egg Box Maths to 10:*  -Representing numbers to 10  -One more/ one less  *Numbers within 20:*  Representing/ place value  One more  One less | *Egg Box Maths to 10:*  -Addition  -Subtraction  -Number bonds  *Numbers within 20:*  Addition  Subtraction | *Velcro tens frame:*  -Representing numbers to 10  -Addition  -Subtraction  -Number bonds  *Numbers beyond 20* | *Velcro tens frame:*  -Representing numbers to 10  -Addition  -Subtraction  -Number bonds  Using a number line  **Deepening understanding** |
| **Numerical patterns**  **Problem solving** | Counting songs  Colour and size patterns | *Numbers within 10:*  Doubles  Sharing  Comparing | *Numbers within 20:*  Counting songs  Missing number patterns | *Numbers within 20:*  Doubles  Sharing  Comparing | *Numbers beyond 20:*  Odds and evens  Building numbers & counting patterns  beyond 10 | *Numbers beyond 20:*  Counting in 10s  Building numbers & counting patterns  beyond 10  **Deepening understanding** |
| **Shape, space and measures**  **Problem solving** | *Shape*  Naming and identifying 2D shapes  2D shape patterns  Categorising 3D shapes | *Length*  How long is it?  Comparing lengths (within 10) | *Shape*  Naming and identifying 3D shapes  Categorising 3D shapes | *Position*  Positional language (in, on, under, in front, behind, next to) | *Time*  O’clock  Sequencing  Comparing (earlier/ later)  Money  Match, rotate, manipulate | *Capacity*  How much can it hold?  Comparing capacities  Money  Match, rotate, manipulate  **Deepening understanding** |
| **Expressive arts and design** | **Creating with materials** | Express their feelings through colour | Christmas crafts  Clay sculptures (Diwa lamps) | Modelling using materials: emergency services vehicle  Superhero capes - creating with materials | Exploring collage and colour (camouflage, animal patterns)  Easter crafts | Exploring paints, colour, pattern and symmetry (ladybirds, butterflies, caterpillars) | Observational drawings of flowers, fruits and vegetables |
| **Being imaginative** | Role play:  Provide props that children may be able to relate to from home (dolls, baby baths, play kitchen, tea set etc.) | Christmas performance  Christmas songs | Role play: People who help us | Role play:  Provide interesting, non-specific props and encourage children to use their imagination (eg, a large sheet of fabric becomes a cape). | Small world play | Puppet theatre |