



Upton Westlea Primary School-Reception Apple Class 2023-24 (Flexible to respond to children’s interests).

Continuous and Enhanced Provision is supported daily with activities which encourage Characteristics of Effective Learning, consolidation/revisiting of key skills, knowledge and understanding

| Main Theme/ Role Play Autumn 1 | PSED No Outsiders Ongoing PSED- respond as appropriate. | Communication and Language (Comprehension to be included DM) | Physical | Literacy | Mathematics | Understanding the World Use all opportunities to make sense of the world around them. | Expressive Arts and Design | Visits/ Events |
|--|--|--|--|---|---|---|--|---|
| Settling In/Ourselfes /PETS (School dog) RP Home Corner Enhance with Party/ Pets/ Doctors/Vets | Key Vocabulary Rules, timetable, register, share, Magic 4 Listen, good looking and sitting my turn, one voice, | Key Vocabulary Linked to vocab in books Use new vocabulary – model words and phrases deliberately and systematically | Key Vocabulary Stop, Start, cut, write name, still, quiet, move, line up (for lunch) , wash hands, draw, copy | Key Vocabulary Phonemes, graphemes, blend, phonics, digraph, segment, spell, letter names, tricky words, astronaut, aardvark | Key Vocabulary Number, counting, quantity, pattern, five frame, corners, sides, circles, rectangle, , sort, Numicon, match, zero, big, large/small, big/little, short/tall, same, different, equal, more than, fewer than, | Key Vocabulary body parts, family | Key Vocabulary Self-portrait, family, tidy away, lids on glue and pens, names of instruments, beat (Beat babies) | Poetry Day- The Highway Rat, The Snail and the Whale Julia Donaldson Roald Dahl |
| | Key Questions? What is your name? What are the rules? Why do we need them? What do we do at school? Who helps us in school? | Key Questions? Active Looking and Listening – Why do we need to do good listening? Ask questions to check understanding. | Key Questions? How to sit on the carpet? Sitting on the carpet (good core strength and posture) How do we move in the hall? Stop and Start | Key Questions? What Story? Who is the Character? What will happen next? Tell me about.... | Key Questions? How many? How many did I put in? If I had one more- how many would there be? How do you know? How do we check? | Key Questions? What is a family? Family love? What changes are there from when I was a baby? | Key Questions? Taking care of our resources What will you play? Who will you be? | |
| | New Beginnings- Introduce-following the school rules- Listening Bear /thumbprints? I have got something in my box? Intensive interaction games to build interest. Circle times to get to know each other Build constructive and respectful relationships. Emotions /personal needs -PSED Managing self and links with PD toilet/coats/drawers / water/Lining up for mealtimes link with RSE whole school planning Introduce Listening Bear- Rules of good listening /good looking/ good | Introduce books/reading together Encourage speaking in longer sentences. Develop social phrases- Hello, good morning Stories with familiar settings and support PSED/Settling in The Bear and the Little Horse (friendship) Beginnings Sharing the Shell Man on the Moon (astronaut) (linked to language of phonics) The Rainbow Fish The Selfish Crocodile Hands are not for Hitting Billy and the New school, Harry and A Bucketful of Dinosaurs go to School, Owl Babies - Leaving family but they come back. Pumpkin Soup- new vocab (Pipkin, other words for said). Titch | Gross Motor Skills- Spatial Awareness -Games from below book. Linked to strength, coordination, agility, balance, travelling. Start/Stop Rules for P.E Use the Action for Kids book <ul style="list-style-type: none"> ELG-Rolling, crawling, walking, jumping, running, hopping, skipping, climbing Continuous provision inside Fine motor skills (Finger Gym) and outside to support children’s needs. Support fine motor skills in handwriting/Phonics Small tools scissors, paintbrushes, cutlery | Little Wandle Phonics Planning – see separate file SKILLS-READING Sitting and concentrating for 5-10 minutes on an activity Sequence events of a story/ Use the pictures for a clue/Know print has meaning/Know that we read from left to right/ Hear rhyme/Use visual memory SKILLS-MARK MAKING <ul style="list-style-type: none"> Writing own name, use correct capital letters. introduce concept of mark making/ writing. Model writing; introduce lists, labels, messages, captions. Mark making inside and outside in child-initiated play. Whole class thank you letter to VET | WHITE ROSE PLANNING – See separate file NCETM Maths Week 1-3 Getting to Know You Assessment Daily counting activities Meeting Crispin the Crow (Counting) Just Like Me! Week 4-6 Match and Sort, Compare amount Compare size, mass, capacity Smartest Giant in Town (Whole body measures) Squash and a Squeeze Exploring pattern Books The Three Little Pigs Goldilocks (3 bowl sizes) | - The Natural World Science Messy day experiments- People, Culture and Communities –Geography Getting to know the school and the People who Help us. Past and Present – Talk about the lives of people around tem and their roles in society e.g Cook and Vet How have I changed, sharing memories? Getting to know you. Computers, Introduce websites. Barefoot Parts of our body Busy Bodies Parts of our body Activity plan.pdf | Music Musical focus listening, rhythm sticks/loud/quiet different sounds of instruments Phase 1 Phonics Introduce Beat Babies Sing our tidy away songs/routines. Sing Nursery rhymes ART Make simple representations Self portraits Beginning to use art materials independently. - junk modelling Continuous provision- teaching how to use new materials such as tape/glue stick/felt | Home Visits Walk to the hall, playground, lunchtimes. Drop in for New Parents Reading/ phonic meeting. Possible visit from the vet. |



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| | <p>sitting/turn taking</p> <p>Magic 4 and rules on play and sharing</p> <p>Festivals; e.g Harvest, Eide</p> <p>No Outsiders - You Choose – having your own opinion by Nick Sharratt & Pippa Goodheart</p> <p>Meet my Brain- What makes us special</p> <p>SCARF</p> <p>Uniform and belonging to Westlea- equality and inclusion</p> | <p>PETS/VETS Mog and the Baby-Mog and the VET Hairy Maclary</p> <p>SKILLS- LISTENING Introduce Listening Bear and Visual timetable- Good Listening, good sitting,</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction,</p> <p>SKILLS-SPEAKING Settling in and opportunities for adults to play and interact with children. Children to speak in small groups, class, one-to one, offering own ideas and using known vocabulary. Rules of speaking Encourage speaking in sentences Well Comm Assessments/SALT referrals</p> | <p>Manage own basic hygiene linked to ELG-PSED Managing self (washing hands), getting changed for P.E.</p> | <p>-Assessment NFER- IN House Draw themselves Photo and draw pet Mark make model Assessment - name writing Sequence and draw favourite part of a story (Use story images for pupils to join in with key events and phrases in a retelling of the story).</p> <p>Alphablocks Episodes</p> | <p>Monkey Puzzle Where’s my Teddy? Dear Zoo, Number rhymes Pattern rhymes</p> <p>Ongoing-Number 1-10 reciting, counting out loud, clapping, counting rhymes and songs and using fingers.</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play.</p> <p>Numberblocks episodes – see maths planning</p> | <p>Link with PD- ‘sensible amounts of screen time’. I can be Safe; Smartie the Penguin. Modelling use of ICT</p> | <p>tips.</p> | |
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Computer -Ongoing activities linked to Barefoot [computational-thinking-overview-eng6672ffdbdcfc6c779083ff0100ba3f46.pdf \(barefootcomputing.org\)](https://www.barefootcomputing.org/computational-thinking-overview-eng6672ffdbdcfc6c779083ff0100ba3f46.pdf)

Music- Amasing

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| Autumn 2 | PSED No Outsiders My Happy Mind | Communication and Language (Comprehension to be included DM) | Physical | Literacy | Mathematics | Understanding the World | Expressive Arts and Design | Visits/ Events |
| RP Winnie’s House | Ongoing PSED- respond as appropriate. | | | | | | | |
| Festivals/ Autumn Winter | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Key Vocabulary | Healthbox? Handwashing Dentist- Look |
| RP-Christmas House | Rules, timetable, feelings, | Linked to vocab in books | Develop language and fine | Phonemes, graphemes, | More, less, number | Maps, shadows, Diwali, | Sharing, keep trying, | |



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| sad, happy, worried, angry, excited, safe | | motor skills through sensory exploration. | blend, phonics, digraph, segment, spell, letter names, tricky words, up, down, round, back (DM) | names, counting up and backwards, equal, not equal, addition, positional language (In front, behind) | Light/Dark, Parliament, church, cross, mosque, worship | Syllable, singing voice, loudly, soft (Christmas songs), instruments names, | after our teeth. The Selfish Crocodile Alan’ Big Scary Teeth (Jarvis) |
| Key Questions? | Key Questions? Active Looking and Listening – Why do we need to do good listening? Ask questions to check understanding. | Key Questions? How do we feel when we exercise? Why do we need to exercise? | Key Questions? What Story? Who is the Character? What will happen next? Tell me about.... | Key Questions? How many shapes can you build with 4, 5 blocks? What do I next? After that? Then? How many minutes did it take? | Key Questions? How do other children celebrate... in other countries? | Key Questions? What can you make? Is there a problem to solve? Learning songs? | |
| <p>Getting on and Falling Out Saying no to bullying- Tyrone the Dirty Rotten Cheat Lost and Found</p> <p>Reinforce- the school rules.</p> <p>Circle times- ongoing PSED (work and play cooperatively and take turns with others ELG)</p> <p>Emotions /personal needs -PSED Managing self (basic hygiene) and links with PD toilet/coats/drawers / water/Lining up for mealtimes link with RSE whole school planning</p> <p>Continue -Rules of good listening /good looking/good sitting/turn taking to talk.</p> <p>Forming positive attachments to adults and friends (ELG)</p> <p>No Outsiders - Red Rockets & Rainbow Jelly</p> | <p>Books Winnie the Witch- all the Winnie stories Meg and Mog , Meg’s Eggs Pumpkin Soup- getting on and falling out Hedgehogs</p> <p>Room on a Broom,</p> <p>Winter Stories</p> <p>Autumn Poetry /Fireworks– spot and suggest rhymes, count/clap syllables, recognise words with the same initial sound (DM).</p> <p>SKILLS- LISTENING Listening Bear and Visual timetable- Good Listening, good sitting, Listen attentively, and respond to what they hear with relevant comments. Participate in small group and 1:1 discussions. Express their ideas and feelings.</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction,</p> | <p>Gross Motor Skills- Spatial Awareness-Games from below book. Dance (different ways of moving) Exploring rhythm, Exploring moods and emotions through main topic/time of year (Autumn and Fireworks dancing).</p> <p>Rules for P.E Use the Action for Kids book</p> <ul style="list-style-type: none"> DM- Demonstrate strength, coordination and, balance and agility. <p>Continuous provision inside Fine motor skills (Finger Gym) and outside to support children’s needs. Support fine motor skills in handwriting/Phonics Small tools scissors, paintbrushes, cutlery, split pins, printing,</p> <p>Manage own basic hygiene linked to ELG-PSED Managing self (washing hands), getting changed for P.E. RSE Body Boundary and</p> | <p>Little Wandle Phonics Planning – see separate</p> <p>SKILLS-READING Hear the beginning phonemes (sounds) in everyday words e.g. ‘pig starts with a...’p’ Know the difference between drawing and writing/Sound it out. Now put the sounds(phonemes) together/print has different purposes/ -Notice the features of print. Use terminology with the children for example phoneme, sound, digraph, word, sentence, full stop, capital letter, question mark</p> <p>SKILLS-MARK MAKING</p> <ul style="list-style-type: none"> Writing own name, concept of mark making/ writing at the appropriate phonics/development al stage. Model writing; introduce lists, labels, messages, captions. Mark making inside and outside in child-initiated play. <p>Apply phonic knowledge to write/mark make using</p> | <p>WHITE ROSE PLANNING – See separate file NCETM Maths</p> <p>It’s me 123! Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and triangles, Positional language</p> <p>Light and Dark Representing numbers to 5 1 more and less Shapes with 4 sides Time</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play.arenaess</p> <p>Books Kipper’s Birthday Rosie’s Walk 5 currant buns 5 Little Men in a Flying Saucer Gingerbread Man, The Enormous Turnip, The Hungry Caterpillar Peace at Last</p> | <p>The Natural World Science Messy day experiments- Light through transparent material, an object casting a shadow Autumn Walk Collect Autumn natural objects (apples, conkers, acorns) Harvest Collecting vegetables (make bread hedgehogs) Changes for Autumn Funny Bones- What is inside my body? Skeletons The Natural World ELG- Understand some important processes in the natural world like Seasons The Snow Lambs (Cold weather) /Light linked to Bonfire Night Fireworks and dark. The Owl who was afraid of the Dark? Can’t You Sleep Little Bear Torches Scarecrows- Tattybogle People, Culture and Communities -Geography</p> <p>Christmas/Eid/Diwali linked to children’s religious/ cultural heritage. R.E My Birth/ Christmas Festivals-Harvest Oct/Nov- Diwali (Hindu, Sikh) ELG- Know some similarities and differences between</p> | <p>Music- sing simple songs from memory (Big Red Combine Harvester) Songs for Christmas The Nutcracker Story and Ballet – orchestra Art</p> <p>Fireworks pictures Chalk drawing on black Christmas cards, Other artists work Sculpture/Collage- Mixing paints Design Tech Introducing new fastenings Continuous Provision Malleable materials Drama Christmas production</p> | <p>Christmas Fayre Christmas Play</p> <p>Parents Evening</p> <p>Phonics/Maths meeting.</p> <p>Weather Stories linked to seasons The Snow Lambs One Windy Day Investigate ice Percy Stories – The Storm As appropriate</p> |



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| | by Sue Heap & Nick Sharratt P4C - Play 'because's' Same and Different RSE – Our Day | Retelling stories and narratives using their own words and recently introduced vocab (ELG) -Stories from different cultures -Mark making inside and outside in child-initiated play. SKILLS-SPEAKING Becoming more confident to speak in small groups, class, one-to one, offering own ideas and using new vocabulary. Rules of speaking Speaking in improved sentences. | how to keep safe. Continuously check how children are holding pencils for writing, scissors and develop an efficient handwriting style (DM). | phonics already learned. Segmenting/blending CVC words or initial sounds with tricky words if appropriate. -Spells, Party food, Party invitations, labelling Winnie, using adjectives. -Instructions/photos on how to make bread Firework words (BANG, CRASH), Christmas lists, letter to Santa. | Numberblocks episodes – see maths planning | different religious and cultural communities in this country. Maps (link with pirates and treasure from Winnie and the Pirates). Past and Present -History Taking about past and present events linked to ourselves. Guy Fawkes Houses of Parliament link to British Values/Democracy. Christmas Who is Jesus? ELG- Know some similarities and differences between things in the past and now. Computers, Websites. Link with PD- 'sensible amounts of screen time'. I can be Safe; Smartie the Penguin. Modelling use of ICT | | |
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| | PSED No Outsiders My Happy Mind | Communication and Language (Comprehension to be included DM) | Physical | Literacy | Mathematics | Understanding the World | Expressive Arts and Design | Visits/ Events |
|--|--|--|--|--|--|--|---|---|
| Spring 1 What's in the Wood? Bears Animals Food | Ongoing PSED- respond as appropriate. | | | | | | | |
| Squirrel | Key Vocabulary Rules, timetable, feelings, sad, happy, worried, angry, excited, safe | Key Vocabulary Linked to vocab in books Poetry week and rhyming words | Key Vocabulary Develop language and fine motor skills through sensory exploration. | Key Vocabulary Phonemes, graphemes, blend, phonics, digraph, trigraph segment, spell, letter names, tricky words, up, down, round, back (DM) | Key Vocabulary More, less, number names, counting up and backwards, equal, not equal, addition, positional language (In front, behind) | Key Vocabulary Hibernation , Winter , Mammals, male and female | Key Vocabulary Clay, spikey, snout/nose | Zoo visitor Poetry Week Trip to the Pantomime- Smartest Giant in Town Phonics Meeting Parents |



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| Key Questions? | Key Questions? What is in the Woods? | Key Questions? | Key Questions? Who could be in the woods? | Key Questions? 10 Frames, fewer, more, the same as, | Key Questions? How do other children celebrate... in other countries? What is a hedgehog? | Key Questions? Who is Noah? What can you make? What do you know about hedgehogs? | |
|---|---|--|--|--|--|--|-----------------------------|
| <p>Relationships</p> <p>No Outsiders – Blue Chameleon by Emily Gravett MH Week - Look at pictures of feelings. Learning about how they feel. P4C - Play ‘because’ Better and Worse</p> <p>The Colour Monster – introduce emotions</p> <p>Circle times- ongoing PSED (work and play cooperatively and take turns with others ELG)</p> <p>Emotions /personal needs -PSED Managing self (basic hygiene) and links with PD toilet/coats/drawers / water/Lining up for mealtimes link with RSE whole school planning</p> <p>Forming positive attachments to adults and friends (ELG)</p> <p>Show sensitivity to their own and others’ needs (ELG)</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly (ELG)</p> | <p>Non Fiction books on animals Instruction/ Information Texts; Silly Doggy Pathways The Gruffalo What’s in the Woods? Link to Seasons/Squirrel We are going on a Lion hunt. We are Going on a Bear Hunt Stickman The Wild Woods Brown Bear, Brown What do we See? Goldilocks and the Three Bears A chair for Baby Bear Where the Wild Things Are? The Tiger who came to tea Non- Fiction texts about bears/squirrels. Stuffed Squirrel Elmer</p> <p>SKILLS- LISTENING Listening Bear and Visual timetable- Good Listening, good sitting, Listen attentively, and respond to what they hear with relevant comments and questions to clarify their understanding (ELG). Participate in small group and 1:1 discussions. Express their ideas and feelings using full sentences.</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction, use new vocabulary in different contexts.</p> | <p>Gross Motor Skills- Spatial Awareness-Games from below book. Gymnastics (Negotiate obstacles safely). Awareness of Body parts and Body shape –Balance and travelling , turning and bouncing and jumping</p> <ul style="list-style-type: none"> ELG- ELG-Rolling, crawling, walking, jumping, running, hopping, skipping, climbing <p>Continuous provision inside</p> <p>Fine motor skills (Finger Gym) and outside to support children’s needs. Support fine motor skills in handwriting/Phonics Small tools scissors, paintbrushes, cutlery</p> <p>ELG- Hold a pencil effectively in preparation for fluent writing Begin to show accuracy and care when drawing.</p> | <p>Little Wandle Phonics Planning – see separate Start Guided Reading groups SKILLS-READING Understand a sentence Know the difference between letters (graphemes) and words Develop a key word sight vocabulary to be used quickly/Predict what could happen next/ the names of different parts of a book /page sequencing</p> <p>SKILLS-MARK MAKING</p> <ul style="list-style-type: none"> Writing own full name correctly, / writing at the appropriate phonics/developmental stage. Model writing; introduce lists, labels, messages, captions, simple sentences. Mark making inside and outside in child-initiated play. <p>Goldilocks- retell goldilocks and the 3 bears Write a Letter for Baby bear? Choose an animal and write about? Writing-What happened next? Gruffalo/Lion Hunt Fact sheet about an animal Stickman- What would he do? Rehearse and write in a sentence.</p> | <p>WHITE ROSE PLANNING – See separate file</p> <p>Ongoing number</p> <p>Alive in 5 Introducing zero, comparing numbers to 5, composition of 4 and 5 , Compare mass (2), Compare capacity (2) Growing, 6,7, 8 Making pairs Combining 2 groups Length/Height/Time</p> <p>Books A Squash and a Squeeze, Room on the Broom, Six Dinner Sid, Rainbows The Blue Balloon, What the Ladybird Heard? Handa’s Surprise? African Counting Book Jack and the Beanstalk Time- 5 MINUTES Peace Elmer (pattern and colour)</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play.</p> | <p>The Natural World Science Messy day experiments- Animals and habitats – variation and classification /Mammals and reptiles Nocturnal Animals – light and dark</p> <p>Change of materials- Making porridge (Changing the state of matter). ELG-Understand some important processes in the natural world like Seasons.</p> <p>ELG-Know some similarities and differences between natural world and a contrasting environment (woods and jungle and/or farm). Melting and cold days – linked to Winter Explore school grounds- linked (to Stickman) Climate change for some animals? Polar Bears</p> <p>People, Culture and Communities -Geography Animals from around the World? Zoo Animals Past and Present -History</p> <p>Computers, Introduce websites. Link with PD- ‘sensible amounts of screen time’. I can be Safe; Smartie the Penguin. Modelling use of ICT</p> <p>Chinese New Year-Making lanterns, Chinese writing,</p> | <p>Music Rhythm and Rhyme- We are going on a Bear Hunt. Noah’s Ark (link to maths counting in 2s) Retelling the story We are going on a Lion Hunt The Green Grass Grows all around The Aquarium – Use African drums and make musical instruments linked to Handa’s surprise. Bring on the Noise – Rhythm- bbi.co.uk/bringthenoise/lesson_plans/E YFS_Hands_in_the_Air_song_activities.pdf Painting rainbows – Learn to sign the Rainbow Song</p> <p>Art Mixing Colours- Paintings of animals Clay/Dough animals Squirrel drawing 3D trees using paper bags The Hall of the Mountain King- Caves and Trolls</p> <p>Making Stickman and Stickman dens</p> <p>Made pictures outdoors Split pin animals</p> | <p>Forest School visit?</p> |



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| | | Offer explanations of why things might happen using non-fiction vocabulary. (ELG) | | | | puppet making, Chinese music and composition | Print- Making pattern Continuous Provision | |
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| | PSED No Outsiders My Happy Mind Ongoing PSED- respond as appropriate. | Communication and Language (Comprehension to be included DM) | Physical | Literacy | Mathematics | Understanding the World | Expressive Arts and Design | Visits/ Events |
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| Spring 2 Superheroes RP Superhero base | Key Vocabulary Keeping safe, playing in the rules, | Key Vocabulary Linked to vocab in books Escapee, crept, snuck up, yelled, cornered, brave, cape, emergency, Words linked to phonics- coil, ladder etc | Key Vocabulary Develop language and fine motor skills through sensory exploration. Busy books | Key Vocabulary Phonemes, graphemes, blend, phonics, digraph, trigraph segment, spell, letter names, tricky words, up, down, round, back (DM) sentence, capital letters full stops, speech bubble, exclamation mark | Key Vocabulary More, less, number names, counting up and backwards, equal, not equal, addition, positional language (In front, behind) How to make 9/10? Investigate Sides, points/corners/faces/ Names of 2D and 3D shapes. | Key Vocabulary Hibernation , Winter , Science week- air rockets, forces, magnets, attract, repel?, Balloons | Key Vocabulary Design a cape. Make a mask. Cross, palm Sunday, Egg, | Science Week Parents to School Parents Evening Easter Diary at home |
| | Key Questions? Rules and behaviour linked to Superhero play? What do I know about Superheroes? Local heroes ? | Key Questions? What do you know about Superheroes? Are all Superheroes from books? Link to People Who Help Us | Key Questions? How to keep safe on the gym equipment? Following the rules? | Key Questions? What happens next? Fiction or Non Fiction? Contents/Index Superdaisy- What can you see? What will your Superhero be like? | Key Questions? What is the name of this shape? How many ways can we make 10? What can we notice about the Numberblocks now? | Key Questions? How do other children celebrate... in other countries? Where does Charlie travel to in the story? Charlie’s Superhero underpants. What happens when we fill the balloon with air? What happens to the peas? What is Easter? | Key Questions? What do we know about what Superheroes look like? Features in drawing. What can you make? | |
| | Good to be Me | Super daisy, Supertato | Gross Motor Skills- Spatial Awareness-Games from | Little Wandle Phonics | WHITE ROSE PLANNING – | The Natural World Science | Music structure repeated sounds and | Visit from the |



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| <p>No Outsiders - The Family Book by Todd Parr P4C - Play 'I like ..' with animal cards. Who do you agree with? RSE –Keeping clean</p> <p>Healthy Eating week- looking after ourselves.</p> <p>The importance of Healthy Food Choices</p> <p>Going to the Dentist</p> <p>Something Else</p> <p>Mr Gumpy's Outing (Friendships)</p> <p>See ELG goals below-</p> | <p>Nat Fantastic Elliot Midnight Superhero Traction Man Charlie's Superhero underpants- link to UW Where does he go? Stories from Fantasy worlds Aliens in Underpants Man in the Moon Q Pootle 5 in Space Going to the Dentist Whatever Next? Rockets Dinosaurs Love Underpants</p> <p>SKILLS- LISTENING Listen attentively, and respond to what they hear with relevant comments and questions to clarify their understanding (ELG). Participate in small group and 1:1 discussions. Express their ideas and feelings using full sentences.</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction, use new vocabulary in different contexts.</p> <p>Offer explanations of why things might happen using non-fiction vocabulary. (ELG)</p> | <p>below book. Gymnastics LARGE APPARATUS (Negotiate obstacles safely). Awareness of Body parts and Body shape –Balance and travelling , turning and bouncing and jumping</p> <ul style="list-style-type: none"> ELG-Rolling, crawling, walking, jumping, running, hopping, skipping, climbing <p>Continuous provision inside Fine motor skills (Finger Gym) and outside to support children's needs. Support fine motor skills in handwriting/Phonics Small tools scissors, paintbrushes, cutlery Superhero P.E Crawl like Spiderman- link to maths (prepositions)</p> <p>ELG- Hold a pencil effectively in preparation for fluent writing Show accuracy and care when drawing.</p> | <p>Planning – see separate</p> <p>SKILLS-READING Consolidate all of the above</p> <p>SKILLS-MARK MAKING</p> <ul style="list-style-type: none"> Model writing; introduce, introduce sentences with capital letters and full stops and re-read what they have written messages, captions. Speech Bubbles linked with Supertato (comics) <p>Mark making inside and outside in child-initiated play</p> <p>Nat Fantastic- write the end of the story Design an outfit for Superhero Design a new Superhero? Alliteration – Character description What powers do you have? What can you see ? Super Daisy -I can see</p> <p>Healthy Food Design and label healthy shopping lists</p> <p>Wanted Posters CP</p> | <p>See separate file</p> <p>Growing 6,7,8 Making Pairs, Length and Height/Time</p> <p>Length, Height and Time Building 9 and 10, Comparing numbers to 10, Bonds to 10 3D shape, Pattern (2) and Consolidation</p> <p>Books- 10 Black Dots Mr Magnolia, Elmer Pattern Farmer Pete You Tube</p> <p>Numberblocks Episodes</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play.</p> | <p>Messy day experiments- Linked to Forces Frozen peas and freeze linked to story of Supertato (use salt to speed up melting process)</p> <p>Earth and Beyond- Planets Day/Night Rockets and Forces- Making paper planes</p> <p>People, Culture and Communities –Geography R.E New Life Festivals-Shrove Tuesday Pancakes for snack Easter Mother's Day Ramadan</p> <p>Walk in the locality/ Park Pavillion (Percy the Park keeper). Make their own maps. ELG- Describe their immediate environment using knowledge from observation discussion and maps.</p> <p>Past and Present -History People from History Neil Armstrong Amelia Earhart (Flight)</p> <p>Computers, Introduce websites. Link with PD- 'sensible amounts of screen time'. I can be Safe; Smartie the Penguin. Modelling use of ICT</p> <p>Barefoot Boats Ahoy What is a boat Activity plan.pdf</p> | <p>sound patterns Bring on the Noise CBBC I AM A Robot /www.bbc.co.uk/teach/bring-the-noise/i-am-a-robot-song/zkf9bdm</p> <p>Mothers' Day cards Easter cards Eggs /patterns</p> <p>Make a Supertato with a potato. Superhero underpants, Paintings of Superheroes, making Superhero equipment. Bat writing frames</p> <p>Make a trap for Super hero.</p> | <p>school nurse? Healthy Eating week. Dentist and looking after our teeth.</p> <p>Visit from PCSO?</p> <p>Road Safety and crossing the road</p> |
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Upton Westlea Primary School-Reception Apple Class 2023-24 (Flexible to respond to children’s interests).

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| Sum 1 Growth/Change/Plants. Tadpoles, Caterpillars, Mini beasts RP Home Corner | PSED No Outsiders My Happy Mind Ongoing PSED- respond as appropriate. | Communication and Language (Comprehension to be included DM) | Physical | Literacy | Mathematics | Understanding the World | Expressive Arts and Design | Visits/ Events |
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| Additions like a picnic blanket or minibeasts. | Key Vocabulary Rules, timetable, feelings, sad, happy, worried, angry, excited, safe | Key Vocabulary Linked to vocab in books Words linked to phonics | Key Vocabulary Develop language and fine motor skills through sensory exploration. | Key Vocabulary Phonemes, graphemes, blend, phonics, digraph, trigraph segment, spell, letter names, tricky words, up, down, round, back (DM) | Key Vocabulary See White Rose 11-20 | Key Vocabulary Life cycles, changes, tadpoles, froglet, thorax, pupa/chrysalis, seed, root, shoot, bud, explore, habitat, germinate | Key Vocabulary | Collect Frogspawn |
| | Key Questions? How do we care for living things? | Key Questions? What do you know? What do you think will happen next? | Key Questions? What can we see? Where does it live? | Key Questions? Reading- What is the book called? Who is the author? Tell me about... | Key Questions? | Key Questions? What do you know? What can you see? What do creatures /insects need? | Key Questions? | More Blank Level 4 questions Why? |
| | SEAL-Changes- Once there were Giants No Outsiders - The Family Book by Todd Parr P4C - Play 'I like ..' with animal cards. Who do you agree with? Caring for the Insects | The Hungry Caterpillar Tadpoles Promise Ladybird Ladybird Arghh Spider Oi Frog Oliver Stories There was an old woman who swallowed for a fly? The big wide mouthed frog. Jaspars Beanstalk Jack and the Beanstalk The Enormous Turnip Handa's Surprise Monkey Puzzle (What babies look like) | Forest School – outdoor skills Rules of Forest School Being safe outdoors Making mini-beast homes in the forest. Tree Shaking for Minibeasts Habitats Using some simple tools Making mud pies Transient Art using outdoor materials What can we hear? Make a hearing cone. Bug Hotel Bird Feeders/Watching | Little Wandle Phonics Planning – see separate SKILLS-READING Consolidate all of the above Reading simple phrases/sentences, a few exception words, Re-read books for understanding, enjoyment and fluency Look at non- fiction books and talk about contents and index SKILLS-MARK MAKING | Measuring caterpillars Diary- passing of time. Days of the Week. White Rose TO 20 and Beyond, Building numbers beyond 10, Counting patterns beyond 10, Spatial Reasoning (1) Match, Rotate, Manipulate , First Then, Now , Adding More, Taking Away Spatial Reasoning (2) Compose, decompose. | Reduce, Reuse, Recycle The Natural World Science Messy day experiments- Habitats See Physical (Forest school) Eric Carle lifecycles People, Culture and Communities -Geography Handa's Surprise- Where is Africa? What do we know? | Music recognise and explore changes in sounds, beat and tempo (i pads) Use of Rhythm Sticks Continuous Provision Malleable-Dough Gym Clay minibeasts Art- Observational drawings of minibeasts and birds? See Forest School Outdoor painting | EGGS/CHICKS/ CATERPILLARS Summer Fayre Planting carrots, strawberries. |



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| | RSE –Keeping clean | <p>SKILLS- LISTENING Listen attentively, and respond to what they hear with relevant comments and questions to clarify their understanding (ELG). Anticipate Participate in small group and 1:1 discussions. Express their ideas and feelings using full sentences. Begin to hold conversations when engaged in back and forth exchanges.</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction, use new vocabulary in different contexts. Recount of traditional stories- use puppets. (ELG) Demonstrate understanding of what has been read to them, be retelling stories and narratives using their own words and recently introduced vocab.</p> | <p>Walk and collect Scavenger Hunt Making perfume with flowers (Black tray) Parachute- linked to PSED and Listening</p> <p>ELG- Gross Motor Negotiate space and obstacles safely with consideration for themselves and other. Demonstrate strength. Move energetically- such as running and climbing ELG Fine Motor- Using a range of small tools.</p> | <ul style="list-style-type: none"> Model writing; introduce, introduce sentences with capital letters and full stops and re-read what they have written messages, captions, finger spaces. Write a diary for the caterpillar. Pick a page from Handa’s surprise and write descriptive/ vocab adjectives for the fruit. Forming lower case and capital letters correctly Jaspar and Jack and write the ending of the story. <p>Mark making inside and outside in child-initiated play</p> | <p>The Shopping Basket 10 in the Bed 10 out of Bed 10 seeds The Tiny Seed Monster Maths Double the Ducks – Stewart Murphy ? Double Dave- Sue Hendra Rosie’s Walk – Prepositional Language Pattern Bug</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play.</p> | <p>Find it on the map. What animals are in the story? ELG- Explain some similarities between life in this country and life in other countries.</p> <p>Books linked to the animals in the story- Giraffe’s Can’t Dance The Lion Inside. Non- Fiction on the animals</p> <p>Past and Present -History</p> <p>Computers, Introduce websites. Link with PD- ‘sensible amounts of screen time’. I can be Safe; Smartie the Penguin. Modelling use of ICT</p> <p>Bee Bots</p> <p>RE Friendship</p> <p>St George’s Day</p> | <p>with a made paintbrush. Painting stones</p> <p>ELG- Safely use and explore a variety of tools and techniques. Share their creations using the process they have used.</p> | |
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| Sum 2 Fairies and Dragons Fairy tales | <p>PSED No Outsiders My Happy Mind</p> <p>Ongoing PSED- respond as appropriate.</p> | <p>Communication and Language (Comprehension to be included DM)</p> | <p>Physical</p> | <p>Literacy</p> | <p>Mathematics</p> | <p>Understanding the World</p> | <p>Expressive Arts and Design</p> | <p>Visits/ Events</p> |
| | <p>Key Vocabulary Rules, timetable, feelings, sad, happy, worried, angry, excited, safe, jealous</p> | <p>Key Vocabulary Linked to vocab in books portcullis tower draw bridge turret billowing odd, as big as a town , story language- once upon of time</p> | <p>Key Vocabulary Develop language and fine motor skills through sensory exploration.</p> | <p>Key Vocabulary Phonemes, graphemes, blend, phonics, digraph, tri-graph segment, spell, letter names, tricky words, up, down, round, back (DM)</p> | <p>Key Vocabulary Double, half, share, estimate, making 10, odd, even</p> | <p>Key Vocabulary Who is God? French Day Counting /Saying good morning afternoon in a different language.</p> | <p>Key Vocabulary Independent use of resources e.g joining materials, tape, glue, split pins, cutting.</p> | |



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| Key Questions? What can I do now? | Key Questions? What do I want to know about fairies and dragons? | Key Questions? Sportsmanship Can I combine different movements with ease and fluency? | Key Questions? Becoming more independent and working without waiting for adults. (C of EL) | Key Questions? Counting from different numbers 2s, 5s 10s | Key Questions? How do other children celebrate... in other countries? Summer weather? | Key Questions? Can I be independent? | ELG Assessment |
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| <p>Going for Goals</p> <p>No Outsiders - Mommy, Mama and Me by Leslea Newman & Carol Thompson Same Love, Different Families It's OK to be Different by Todd Parr P4C - What animal would you rather be? Why?</p> <p>Emotions- Little Monster did it (jealousy)</p> <p>ELG SR- Set and work toward simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>ELG MS- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Transition Prepare for Y1 Y1 Visit What have I enjoyed? What should I do if I am worried?</p> | <p>Books Puff the Magic Dragon Tell me a Dragon- Which dragon would you choose and Why? The Egg – Discuss what the word ODD mean? PSHE How did duck feel when everyone was mean to him? George and Dragon PSHE- Sylvia and the Bird Non Fiction books about dragons The Tooth Fairy Peter Pan The Paperbag Princess Traditional Stories like Rapunzel, Cinderella, How to Train your Dragon? Zog Summer stories like The Train Ride/Lighthouses. Shirley Hughes Stories.</p> <p>SKILLS- LISTENING Listen attentively, and respond to what they hear with relevant comments and questions to clarify their understanding (ELG). Anticipate Participate in small group and 1:1 discussions. Express their ideas and feelings using full sentences. Hold conversations when engaged in back and forth exchanges.</p> <p>SKILLS- COMPREHENSION Title, author, character, favourite, order, back, front, beginning, fiction, prediction, use new vocabulary in different contexts.</p> | <p>Activities leading to Games</p> <p>-Carrying and steering -Rolling and kicking -throwing, catching and bouncing -hitting with a bat -aiming games Linked to PSED- Rules and taking turns. Sportsmanship- taking part and not always winning.</p> <p>Possible Dance- Linked to moving like Zog the dragon.</p> <p>Sports day practice.</p> | <p>Ongoing Numbers SKILLS-READING Consolidate all of the above</p> <p>SKILLS-MARK MAKING</p> <ul style="list-style-type: none"> Model writing; introduce, sentences with capital letters and full stops and re-read what they have written messages, captions, finger spaces. Spell words and writing sounds Write short sentences with capital letters and full stops. Re-read what they have written to check for sense. <p>Mark making inside and outside in child-initiated play</p> <ul style="list-style-type: none"> Re write a fairy tales, Fairies, unicorns The Egg- PSHE/What would you say to the Duck? Write own name with ink on tea dyed paper. Rhyming words with Zog What would your dragon look like? Use adjectives Mini messages in a bottle Writing in small books Writing a letter to a Fairy (after finding her shoes) Writing instructions | <p>Find my pattern, Doubling Sharing and Grouping Even/Odd</p> <p>Spatial Reasoning 3, Visualise and Build</p> <p>On the Move Deepening Understanding Patterns and Relationships Spatial Reasoning (4) Mapping</p> <p>Book- One is a Snail 10 is a Crab Mr Gumpy's Outing Monster Maths</p> <p>Other topics and mathematical language introduced/ used as it crops up in child-initiated play</p> | <p>R.E Important People/God Father's Day</p> <p>The Natural World Science</p> <p>People, Culture and Communities –Geography</p> <p>Past and Present –History Understanding the past through settings, characters and events encountered in books read in class and story-telling. e.g Puff the Magic Dragon use the pen and quill / Dragons where the old kings and queens used sealing wax.</p> <p>George and the Dragon (mouse story and historical story) Flags</p> <p>Dragon Egg Game on ICT games CVC</p> | <p>Art Making old brown paper and secret writing to use the sealing wax. Unicorns? Make a bridge for the fairy garden pond. What materials can I use? How will I make it strong?- Links with Science</p> <p>Music Tempo match movements to music Class Castle Design Using puppets and puppet theatre to recreate fairy stories Making a Fairy Door Making a fairy Garden</p> | <p>Transitions into new class</p> |



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| | | ELG- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; | | for making biscuits More complex sentences using and/because | | | | |
|  ELG- See Statutory framework for the EYFS EYFS_framework_-_March_2021.pdf | | | | | | | | |

This will be added to as the year progresses to take into account child interest and the needs of the children.

Additional Days e.g. Eid, Mental Health Day, Maths week, Sports Week, Art Days, Gene for Jeans, Children in Need will be planned for.