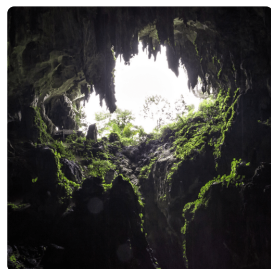


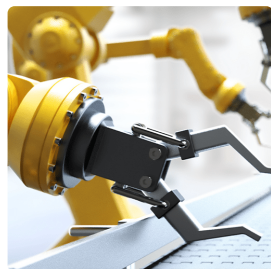
Rushey Mead Primary School

Class plan - Reception Rushey Mead Primary School 2021-22



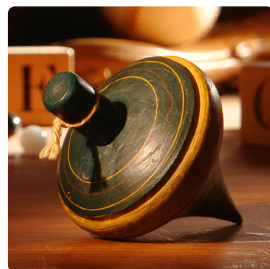
Let's Explore

Understanding the world



Marvellous Machines

Understanding the world



Long Ago

Understanding the world



Ready Steady Grow

Understanding the world



Moving On

Personal, social and emotional development

Planned term

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer

Suggested text

The Journey home from Grandpas

Memorable experience

Let's explore!. [Build It Up] - Build it up!

Marvellous machines. [Puppets and Pop Ups] - Puppet shows

Long ago. [Stories and Rhymes] - Storytellers

Food and farming. [Signs of Spring] - Looking for signs of spring

Moving on

Personal, social and emotional development

Self-regulation; Managing self; Building relationships. [Build It Up] - Self-regulation; Managing self; Building relationships

Self-regulation; Managing self; Building relationships. [Puppets and Pop Ups] - Self-regulation

Self-regulation; Managing self; Building relationships. [Stories and Rhymes] - Self-regulation; Managing self; Building relationships

Self-regulation; Managing self; Building relationships. [Signs of Spring] - Managing self; Building relationships

Self-regulation; Managing self; Building relationships

Communication and language	Listening, attention and understanding; Speaking. [Build It Up] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Puppets and Pop Ups] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Stories and Rhymes] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking. [Signs of Spring] - Listening, attention and understanding; Speaking	Listening, attention and understanding; Speaking
Physical development	Gross motor skills; Fine motor skills. [Build It Up] - Gross motor skills; Fine motor skills	Gross motor skills; Fine motor skills. [Puppets and Pop Ups] - Fine motor skills	Gross motor skills; Fine motor skills. [Stories and Rhymes] - Gross motor skills; Fine motor skills	Gross motor skills; Fine motor skills. [Signs of Spring] - Gross motor skills; Fine motor skills	Gross motor skills; Fine motor skills
English	Use vocabulary in speech that is increasingly influenced by their experience of books. Give meaning to marks they make as they draw, write and paint. Is able to write own name.	Hear and say the initial sound in words. Link sounds to letters, naming and sounding letters of the alphabet. Use some clearly identifiable letters to communicate meaning.			Link sounds and letters, naming and sounding the letters of the alphabet. Segment sounds in words and blend them together.
Mathematics	Recognise numerals 1-5. Count up to 3 or 4 objects by saying 1 number name for each item. Select the correct numeral to represent 1-5. Select the correct numeral to represent 1-10.	Count actions or objects which cannot be moved. Count objects to 10 and beyond. Count out up to 6 objects from a larger group. Count an irregular arrangement of up to 10 objects.	Number; Numerical patterns. [Stories and Rhymes] - Number; Numerical patterns	Number; Numerical patterns. [Signs of Spring] - Number	Estimate how many objects can be seen and check by counting. Find a total number of objects by counting all of them. Finds one more or less than a given number.

Understanding the world	Past and present; People culture and communities; The natural world. [Build It Up] - Breadth: Materials	Past and present; The natural world. [Puppets and Pop Ups] - Past and present; People culture and communities	Past and present; People, culture and communities; The natural world	Past and present; People, culture and communities; The natural world. [Signs of Spring] - People, culture and communities; The natural world	Past and present; The natural world
Expressive arts and design	Creating with materials; Being imaginative and expressive. [Build It Up] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive. [Puppets and Pop Ups] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive. [Stories and Rhymes] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive. [Signs of Spring] - Creating with materials; Being imaginative and expressive	Creating with materials; Being imaginative and expressive

Music	This unit has a cross-curricular, topic-based focus and a musical learning focus that will engage children in activities related to the developmental events taking place in their changing lives. Charanga ME! Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	This unit has a cross-curricular, topic-based focus and a musical learning focus that will engage children in activities related to the developmental events taking place in their changing lives. Charanga My Stories Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place	Charanga Everyone! Overview Rectangular-KS1Units_0011_Everyone Learn to sing nursery rhymes and action songs: Musical learning focus Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place
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Relationships, social and emotional development	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety Recognising what makes them unique and special; feelings; managing when things go wrong How rules and age restrictions help us; keeping safe online
No Outsiders - Preparing children for life in modern Britain	The Family Book by Todd Parr - To understand that all families are different.	You Choose by Nick Sharratt & Pippa Goodheart - To say what I think.	Mommy, Mamma and Me by Leslea Newman and Carol Thompson	Blue Chameleon by Emily Gravett	Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt
Oracy	Social and emotional • To take turns when speaking. • To look at the speaker	Linguistic • To use a sentence stem to communicate ideas. E.g. I notice that..., I think that.... • To use topic appropriate vocabulary.	Cognitive	Physical	Cognitive
Skills Builder - Essential Life Skills	Listening - Learners listen to others without interrupting	Speaking - Learners speak clearly to someone they know	Staying Positive - Learners can tell when they feel positive or negative	Creativity - Learners imagine different situations	Problem Solving - Learners complete tasks by following instructions