

Reception						
Themes- Now and Then						
	Autumn		Spring		Summer	
	A Valued Me Driver 1: Respect—new class, new environment incl. British values week, European Day of Languages and Expect Respect A Valued Me Driver 2: Friendship—Anti-bullying week Remembrance Day		A Valued Me Driver 1: Responsibility—link to learning, Healthy Me Jigsaw incl. E-safety week A Valued Me Driver 2: Empathy—link to RE Easter World Book Day		A Valued Me Driver 1: Honesty—link to Jigsaw Relationships A Valued Me Driver 2: Independence—transition to new year group Healthy Lifestyles week and Careers week	
Topic Role Play/ Displays	Bikes/Transport What would be the best way to travel?	Bikes/Transport What would be the best way to travel? 5th November—Bonfire night 11th November—Remembrance day 27th October- Diwali do on 24th	Castles/Homes Role play—builder's merchant 23rd January—Chinese New Year (25th)	Castles/Homes St George's Day Mothers Day 22nd March Easter 12th April	Seaside/Holidays Father's Day 21st June	Seaside/Holidays
Literacy	Narrative Mr Grumpy's Outing Pirates Captain Flinn and pirate Dinosaurs	Narrative The Train Ride Non Fiction Trains Narrative Jolly Christmas Postman	Narrative / traditional tales 3 Little Pigs The True story of the 3 little pigs	Non Fiction Tadpoles to Frogs Narrative / traditional tales Jack and the Beanstalk -	Narrative The Snail and The Whale Non fiction / narrative The ugly Duckling (Science link)	Narrative Dear Polar Bear Extended writing - creating our own story. Pebble Poetry Minibeasts
Maths	Number sense —recognising numbers Making a number (addition)	Shape pattern	Number sense —number doors addition	Measure subtraction	Time Doubling and halving	Money Addition and subtraction
Understanding the World (Geography Skills)			Handa's surprise story—look at homes here and there		Looking at countries comparing to Telford	Looking at countries from the polar bear. Compare to Telford
Understanding the World (History Skills)	Old and New—baby photo, toys, bikes, cars, trains (homework)	5th November—bonfire night 11th November—remembrance day— Poppy painting		Castles—what were castles used for.	Child Initiated continuous planning	
Understanding the World (Science Skills)	Sinking and floating- boats	What could the Jolly Christmas Postman wear to keep warm Ice—bike is frozen how can we help the postman Snowflakes		Growing Planting beans	Life cycles—tadpoles to frogs Recycling / life cycles—Chicks	
Understanding the World (R.E Skills)	E - Safety French	Diwali day 24th October What is Christmas, Advent, Christingle Festivals E Safety - Little Computers	Chinese New Year Day -23rd January Special Times Computing -Self image and Identify and Health, wellbeing and Lifestyle	Myself and Who am I Easter Computing-Junior Explorers	E-Safety	Playful Computing- App Attack
EAD (DT Skills)	Making boats -how much treasure can your boat hold?	Child Initiated continuous planning	Making cakes for the pigs Healthy eating	Design own knight shield Easter Craft	Child Initiated continuous planning	Child Initiated continuous planning
EAD (Arts Skills)	Printing / colour (pattern link) Joan Miro		Child Initiated continuous planning		Lowry - observational drawing and sculpture	
EAD (Music Skills)	Child Initiated continuous planning	Music Body percussion	Child Initiated continuous planning	Child Initiated continuous planning	Child Initiated continuous planning	Child Initiated continuous planning
PSE (Jigsaw)	Being Me in My world	Celebrating Differences	Healthy Me		Relationships	Dreams and Goals

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Understanding the World (Geography Skills)		<p>Handa's surprise story—look at homes here and there</p> <ul style="list-style-type: none"> I can ask geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?) I can comment about the place that I live. I can talk about similarities, differences, patterns and change. I can identify physical features such as- beach, sea, river, soil. 	<p>Looking at countries comparing to telford</p> <ul style="list-style-type: none"> I can talk about similarities and differences between here and other places I can ask geographical questions (What is this place like? What or who will I see in this place? What do people do in this place?) I can comment about the place that I live. I can talk about similarities, differences, patterns and change. I can identify physical features such as- beach, sea, river, soil. I can identify human features such as- farm, factory, house, shop. I can use language such as near and far to describe location of features. I can identify basic human and physical features on an aerial photograph. I can use simple fieldwork and observational skills to study the geography of Redhill.
Understanding the World (History Skills)		<p>Old and New—baby photo, toys, bikes, cars, trains</p> <p>5th November—bonfire night</p> <p>11th November—remembrance day—Poppy painting</p> <p>Old and New homes Castles—what were castles used for. Old and New clothing—swim wear</p>	<ul style="list-style-type: none"> I can talk about past & present events in my life and in the lives of my family members. I can look closely at similarities in patterns & change. I can look closely at differences in patterns & change. I can talk about the features of my own immediate environment and compare to an environment from my past
Understanding the World (Science Skills)		<p>Sinking and floating- boats what could the Jolly Christmas Postman wear to keep warm, Ice—bike is frozen how can we help the postman, Snowflakes, growing Life cycles—tadpoles to frogs, recycling</p> <p>Life cycles—Chicks, Forest School</p>	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change.
Understanding the World (R.E Skills)		<p>ME and My senses Diwali day 24th October, What is Christmas, Advent, Christingle, Festivals Chinese New Year Day -23rd January, Special Times Myself and Who am I, Easter Playful</p>	<ul style="list-style-type: none"> I enjoy joining in with family customs & routines. I can talk about past & present events in their own lives & in the lives of family members I know that other children don't always enjoy the same things, & are sensitive to this. I know about similarities & differences between myself & others, and among families, communities & traditions. I look closely at similarities, differences, patterns & change

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EAD (DT Skills)	<p>Making boats -how much treasure can your boat hold?</p> <ul style="list-style-type: none"> I understand that different media can be combined to create new effects. I can manipulate and use simple tools to effect changes to materials. I can handle tools, objects, construction and malleable material safely and with increasing control. I can show understanding of the need for safety when tackling new challenges and consider and manage some risks. I can use simple tools and techniques competently and appropriately. I can select tools and techniques needed to shape (such as tearing, cutting, folding) assemble and join materials they are using. 	<p>Child initiated continuous planning</p>	<p>Building own houses—sticks, newspaper, straws, sticks, marshmallow and spaghetti</p> <ul style="list-style-type: none"> I understand that different media can be combined to create new effects. I can manipulate and use simple tools to effect changes to materials. I can handle tools, objects, construction and malleable material safely and with increasing control. I can show understanding of the need for safety when tackling new challenges and consider and manage some risks. I can use simple tools and techniques competently and appropriately. I can select tools and techniques needed to shape (such as tearing, cutting, folding) assemble and join materials they are using. <p>Making cakes for the pigs Healthy eating</p> <ul style="list-style-type: none"> I can use a knife and fork Begin to develop a food vocabulary using taste, smell, texture and feel. <input type="checkbox"/> Explore familiar food products e.g. fruit and vegetables. <input type="checkbox"/> Stir, spread, knead and shape a range of food and ingredients. <input type="checkbox"/> Begin to work safely and hygienically. <input type="checkbox"/> 	<p>Design own knight shield Easter Craft day</p> <ul style="list-style-type: none"> I can experiment to create different textures. I understand that different media can be combined to create new effects. I can manipulate and use simple tools to effect changes to materials. I can handle tools, objects, construction and malleable material safely and with increasing control. I can show understanding of the need for safety when tackling new challenges and consider and manage some risks. I can use simple tools and techniques competently and appropriately. I can select tools and techniques needed to shape (such as tearing, cutting, folding) assemble and join materials they are using. 	<p>Child initiated continuous planning</p>	<p>Child initiated continuous planning</p>

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EAD (Music Skills)	Child Initiated continuous planning	<p>Music—transport—trains</p> <ul style="list-style-type: none"> I can begin to build a repertoire of songs and dances I can explore the different sounds of instruments Children sing songs, make music and dance, and experiment with ways of changing them. 	Child Initiated continuous planning	<p>Music—JATBS</p> <ul style="list-style-type: none"> I can begin to build a repertoire of songs and dances I can explore the different sounds of instruments Children sing songs, make music and dance, and experiment with ways of changing them. 	Child Initiated continuous planning	Child Initiated continuous planning
PSE (Jigsaw)	Being Me in My world	Celebrating Differences	Healthy Me	Relationships	Relationships	Dreams and Goals
Physical Development	<p>Cool Kids</p> <ul style="list-style-type: none"> I can move with confidence when slithering, sliding, crawling, jumping, skipping, sliding, hopping I can hold a balance on one leg/foot momentarily. I can hold a balance on one leg/foot momentarily. I can move into big and small spaces. 	<p>Different ways of moving</p> <ul style="list-style-type: none"> I can find a space confidently. I can show control when running, jumping. I can throw underarm and overarm safely and correctly. 	<p>Healthy eating</p> <ul style="list-style-type: none"> I can sit, stand, walk, run, slide, spin, push, pull—naming actions. I can lands appropriately when jumping off climbing equipment. I can remember, repeat and link gymnastics and still movements. 	<p>Dance—dancing on ice block—knights and princesses</p> <ul style="list-style-type: none"> I can link movements together confidently. I can perform phrases of dance. 	<p>Father's Day sports day Athletics-Sports day</p> <ul style="list-style-type: none"> I can throw underarm correctly. I am able to throw overarm correctly. I can strike a ball with control. I can strike a ball using a variety of bats. I can jump and land comfortably. I can travel safely in pairs / groups. I can balance comfortably for 10 seconds. 	<p>Ball skills</p> <ul style="list-style-type: none"> I can control a ball when sending, receiving, rolling and bouncing. I can aim at a large target.
Trips	Blist Hill	Christmas Cracker		Castle visit	Think Tank—Science focus	