



Our Lady of Perpetual Succour Primary School Reception



	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Key Question	Who am I?					
Cultural Capital Opportunities	trip to build a bear	Trip to white post farm Christmas party Nativity	Teddy bears in school to enhance learning project Chinese New Year celebration	Invite parents to class liturgy	Caterpillars Library visit Book club Big bug ball	Family trip – wheelgate? Library visit
Parental involvement	Teach meet Phonics workshop stay and play Wow certificates	Nativity Parents evening	Tree of hope – new years wishes Maths workshop stay and play	Parents evening Class liturgy		Family trip
Curriculum Driver	PSED	R.E. – Christmas	KUW: People and communities	R.E. – Lent	KUW: The world (Nature)	KUW: The world
Characteristic of Effective learning	<p>Champion learner: Certificates/stickers to be sent home to celebrate how tasks have been approached and tackled:</p> <p>Playing and Exploring - Engaging</p> <ul style="list-style-type: none"> Finding out and exploring Using what they know in their play <p>Being willing to have a go</p>					
	<p>Champion learner: Certificates/stickers to be sent home to celebrate how tasks have been approached and tackled:</p> <p>Active learning – Motivation</p> <ul style="list-style-type: none"> Being involved and concentrating Keeping on trying Enjoying achieving what they set out to do 					
	<p>Champion learner: Certificates/stickers to be sent home to celebrate how tasks have been approached and tackled:</p> <p>Creating and thinking critically</p> <ul style="list-style-type: none"> Having their own ideas Using what they already know to learn new skills Choosing ways to do things and finding new ways 					

<p style="text-align: center;">Literacy</p>	<p>Name writing</p> <p>Gives meaning to marks the make as they draw, write and paint</p> <p>Hears and says the initial sound in words</p> <p>Story maps</p>	<p>Segment the sounds in simple words and blend them together</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Writes own name and other things such as labels</p> <p>CVC words</p>	<p>Writes own name and other things such as labels and captions</p> <p>CVC words</p> <p>Writes short phrases</p> <p>Beginning to understand finger spaces</p>	<p>Capital letters</p> <p>Finger spaces</p> <p>Full stops</p> <p>Attempts to write short sentences in meaningful contexts</p>	<p>Write a simple sentence with capital letter, finger space, full stops.</p> <p>Extending to 3 simple sentences in one sitting e.g.</p> <p><i>It is a cat. The cat is black. I like the cat.</i></p> <p>For those within ELG – sentence with ‘and’ to extend</p>	<p>Early learning goal:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>
	<p style="text-align: center;">Reading</p>	<p>Nursery rhymes:</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks</p> <p>Traditional tale: Little Red Riding Hood</p> <p>Key texts: Sharing a shell The Leaf</p>	<p>Nursery rhymes:</p> <p>I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock</p> <p>Key Texts: Stickman The Nativity story</p> <p>Non-fiction: Diwali Christmas around the</p>	<p>Nursery rhymes:</p> <p>Teddys Bears Picnic When Goldilocks went to the house of the bears</p> <p>Traditional tale: Goldilocks and the Three Bears</p> <p>Key texts: This bear, that bear This is bear Superpants! I want my hat back</p> <p>Non-fiction: a book of bears: bears around the world Atlas</p>	<p>Nursery rhymes:</p> <p>Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p> <p>Author Study: <u>Julia Donaldson.</u></p> <p>Week 1: the Gruffalo</p> <p>Following weeks – children vote for the next Julia Donaldson</p>	<p>Nursery rhymes:</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Key texts: Superworm! The very hungry caterpillar Twist and hop! Minibeast Bop! What the Ladybird Heard</p> <p>Non-fiction: lifecycle of a butterfly</p>

<p>Man Funny Bones Non-fiction: autumn</p>	<p>world</p>	<p>book: room on the broom, the smartest Giant in town...</p>	<p>Habitats</p>	
	<p>Phase 1 phonics review:</p> <p>Week 1 and 2: Phase 1 phonics games</p> <p>Week 3: baselines</p> <p>Phase 2 phonics:</p> <p>Week 4: s,a,t,p</p> <p>Week 5: i, n, m, d</p> <p>Week 6: g, o, c, k,</p> <p>Week 7: phonics assessments and reviews</p>	<p>At this point, class will be split into a phase 2 and phase 3 group. Those children who are not yet concrete on phase 2 will go back to Advent week 4.</p> <p>Phase 3 phonics</p> <p>week 1: review based on week 6 assessments</p> <p>Week 2: j, v, w, x</p> <p>Week 3: y, z, zz, qu</p> <p>Week 4: ch, sh, th, ng</p> <p>week 5: ai, ee, igh, oa</p> <p>Week 6: Phonics assessments and reviews</p> <p>Week 5: ck, ff, ll, ss (or any cohort specific targeted sessions)</p> <p>Week 6: phonics assessments and reviews</p> <p>Week 7: cohort specific targeted sessions. Phonics play</p>	<p>Phase 2 group to continue through the plan, move some to phase 3 if they are ready</p> <p>Phase 3 phonics</p> <p>Week 1: review based on week 6 assessments</p> <p>Week 2: oo (look), oo (moon), ar, or</p> <p>Week 3: ur, ow (cow), oi, ear</p> <p>Week 4: air, ure, er</p> <p>Week 5: phonics assessments and reviews</p> <p>Week 6: cohort specific targeted sessions. Phonics play</p>	<p>Aim: to grow the phase 3 phonics group ready for phase 4 introduction and year 1 readiness.</p> <p>Phase 2 phonics group: plug gaps based on phonics assessments, most should be confident within most of phase 2 now. This group will be split into two.</p> <p>Phase 2 children moving to phase 3: These children will join the phase 3 group and begin from lent1 week 2.</p> <p>Phase 3 phonics group: review phase 3 where gaps are based on phonics assessments.</p>
<p>Phonics</p>				

<p>Vocab lab</p>	<p>Set 1 tier 1 words: help, please, thank you, little, big, small</p> <p>superword</p>	<p>Set 2 tier 1 words: Cook, mix, pour, cut, clean, dirty</p> <p>+ 6 tier 2 linked to text (super word)</p>	<p>Set 3 tier 1 words: <i>positional language</i>: below, under, on top, next to, left, right</p> <p>+ 6 tier 2 linked to text (super word)</p>	<p>Set 4 tier 1 words: Who, what, where, why, when, which</p> <p>+ 6 tier 2 words linked to text (super word)</p>	<p>AFL on tier 1 first 100 words Nottinghamshire city council, plug last gaps.</p> <p>Set 5: Because, first, next, then, but, and</p>	<p>Adjectives</p> <p>12 tier 2 words linked to text (super word)</p>
<p>Maths</p> <p>Monday: counting and fact-file</p> <p>Tuesday: Comparison</p> <p>Wednesday: Composition</p> <p>Thursday: Change</p> <p>Friday: Fluency</p>	<p>Week 1 and 2: Maths songs daily routines timetables Counting jumps</p> <p>Week 3: Baselines</p> <p>Week 4: Number: 0, 1 – counting, comparison, composition, change</p> <p>Week 5: Number: 2 – counting, comparison, composition, change</p> <p>Week 6: Number: 3 counting, comparison, composition, change</p> <p>Week 7:</p>	<p>Week 1: Number: 5 counting, comparison, composition, change</p> <p>Week 2: Number: 6 counting, comparison, composition, change</p> <p>Week 3: Number: 7 counting, comparison, composition, change</p> <p>Week 4: Number: 8 counting, comparison, composition, change</p> <p>Week 5: Number: 9 counting, comparison, composition, change</p>	<p>Week 1: Number: 10 counting, comparison, composition, change</p> <p>Week 2 and 3: Numbers: 11-15 counting, comparison, composition, change</p> <p>Week 4 and 5: Number: 16-20 counting, comparison, composition, change</p> <p>Week 6: Maths assessment</p> <p>Shape, space and measure: Decagon 2D shape re-cap 3D shape properties Distance</p>	<p>Week 1: Cohort specific planning based on week 6 assessments</p> <p>Week 2: Ordering numbers 0-20</p> <p>Week 3: Numeral formation Number lines 100 squares</p> <p>Week 3: Addition – add together 2 single digit numbers</p> <p>Week 4: Subtraction – subtract 2 single digit numbers</p> <p>Week 5: One more/one less than any given number to 10.</p> <p>Week 6: Maths assessments Shape, space and measure: Time – ordering events of the day</p>	<p>Week 1: Doubling Problem solving</p> <p>Week 2: Halving Problem solving</p> <p>Week 3: Numbers 0-20 One more/one less than Number bonds to 5</p> <p>Week 4: Addition</p> <p>Week 5: Subtraction</p> <p>Week 6: Maths assessments</p> <p>Shape, space and measure: Money Time Distance</p>	<p>Week 1: 2D and 3D shapes – complex patterns</p> <p>Week 2: Addition – fluency and word problems</p> <p>Week 3: Subtraction – fluency and word problems</p> <p>Week 4: Problem solving week – doubling, halving, sharing</p> <p>Week 5, 6 and 7 Cohort specific based on assessments</p>

<p>Number: 4 counting, comparison, composition, change</p> <p>Shape, Space and Measure: Circles and lines 2D shapes Routines</p>	<p>change</p> <p>Week 6: SSM problem solving week</p> <p>Week 7: Maths assessments</p> <p>Shape, space and measure: Length, weight and capacity Pentagon, hexagon, heptagon, octagon, nonagon.</p>	<p>Other faiths: Judaism</p> <p>Birthdays: Preparing for Advent and Christmas</p> <p>Self-confidence and self-awareness: can select and use activities and resources, confident to speak to others and about own needs, wants, interests and opinions.</p>	<p>Celebrating: How the Parish family celebrate together</p> <p>Gathering: The joy of celebrating mass</p> <p>Managing feelings and behaviour: Understands that own actions affect other people, for example, <i>becomes upset or tries to comfort another child when they realise they have upset them.</i></p>	<p>Growing: Lent is a time to grow in love</p> <p>Managing feelings and behaviour: beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p>	<p>Height – ordering 3 items by height order Weight – links with shrove Tuesday</p>	<p>Our world: God gave us a wonderful world</p> <p>Other faiths: Islam</p> <p>Early Learning Goal: cohort specific needs</p>
<p>R.E.</p>	<p>Myself: importance of my name</p> <p>Welcome: Baptism</p>	<p>Good News: understanding Pentecost</p> <p>Friends: Jesus tells us how to be good friends</p> <p>Self-confidence and self-awareness: Can describe self in positive terms and talk about abilities.</p>	<p>Good News: understanding Pentecost</p> <p>Friends: Jesus tells us how to be good friends</p> <p>Self-confidence and self-awareness: Can describe self in positive terms and talk about abilities.</p>	<p>Good News: understanding Pentecost</p> <p>Friends: Jesus tells us how to be good friends</p> <p>Self-confidence and self-awareness: Can describe self in positive terms and talk about abilities.</p>	<p>Our world: God gave us a wonderful world</p> <p>Other faiths: Islam</p> <p>Early Learning Goal: cohort specific needs</p>	<p>Our world: God gave us a wonderful world</p> <p>Other faiths: Islam</p> <p>Early Learning Goal: cohort specific needs</p>
<p>PSED</p>	<p>Managing feelings and behavior: Aware of boundaries set, and of behavioral expectations of the setting</p>	<p>Self-confidence and self-awareness: can select and use activities and resources, confident to speak to others and about own needs, wants, interests and opinions.</p>	<p>Managing feelings and behaviour: Understands that own actions affect other people, for example, <i>becomes upset or tries to comfort another child when they realise they have upset them.</i></p>	<p>Managing feelings and behaviour: beginning to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy</p>	<p>Our world: God gave us a wonderful world</p> <p>Other faiths: Islam</p> <p>Early Learning Goal: cohort specific needs</p>	<p>Our world: God gave us a wonderful world</p> <p>Other faiths: Islam</p> <p>Early Learning Goal: cohort specific needs</p>

<p>Knowledge and Understanding of the world: People and communities, The World</p>	<ul style="list-style-type: none"> • Fire safety • Bonfire night • Who am I? • Light/dark – changes in season • Goose fair 	<ul style="list-style-type: none"> • Ice and melting • Where do I live? • Exploration of ice, where do bears come from? 	<ul style="list-style-type: none"> • Healthy choices • Shrove Tuesday • Mother's Day 	<ul style="list-style-type: none"> • Gardening • Planting and growing • Minibeast homes • Caterpillars and lifecycles • Sun safety 	<ul style="list-style-type: none"> • Transport and transitions • Sun safety • Holidays and maps
	<p>Art</p>	<p>Artist study with SF: Jackson Pollock Snowy artwork Action Art</p>	<p>Artist study with SF: Mondrian Geometric designs, cutting and fixing shapes</p>	<p>Artist study with SF: Kandinsky – 2D and 3D shapes fixings and joining skills</p>	<p>Artist study with SF: Minibeasts and bugs in art DT ideas Rosalind Monks and Lucy Arnold</p>
<p>D.T.</p>	<p>My Stories I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Big bear funk Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p>	<p>Everyone! Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p>	<p>Our world Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p>Reflect, rewind, replay All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music</p>
<p>Music</p>	<p>Baselines <i>Christmas play:</i> Fine motor and gross motor skills to be taught within classrooms and at playtimes Bikes and</p>	<p>Real P.E. – SG Ready, set, ride! – cycling 3 weeks course</p>	<p>Real P.E. – SG</p>	<p>Gymnastics - SH</p>	<p>End of year assessments Sports day practice</p>
<p>PE</p>					

<p style="text-align: center; color: yellow;">Computing</p>	<p>E-safety</p> <p>Using computer software to find my house/street</p>	<p>scooters</p>	<p>Keyboard recognition (using laminated boards) Computer within role-play Understanding computers can be used to research, amongst other things</p>	<p>Building an online profile – what does this mean?</p>	<p>Using ipads to complete a simple task – e.g. using a painting tool to create a picture and print it?</p>	<p>Taking pictures of the world around me. Can I use an ipad to correctly take a picture?</p>
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