

Reception Planning – Me & My Community-Diversity Term: Spring 1 2025

	Com & Lang	Physical D	PSED	Literacy	Mathematics	Und the World	Ex Arts & Design
Week 1	<p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Link statements and sticks to a main theme or intention. Range 6</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Is aware of behavioural expectations and sensitive to ideas of justice and fairness. Range 6</p> <p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Range 6</p>	<p>Engages in subitising numbers to four and maybe five. Range 6</p> <p>Match the numeral with a group of items to show how many there are. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p> <p>Knows about similarities and differences in relation to places and living things. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p>
Week 2	<p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Begins to break the flow of speech into words, to hear and say initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p>	<p>Match the numeral with a group of items to show how many there are. Range 6</p> <p>Increasingly confident at putting numerals in order 0 to 10. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>In practical activities, adds one and subtracts one with numbers to 10. Range 6</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p> <p>Knows about similarities and differences in relation to places and living things. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p>
Week 3 14.11	<p>Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Range 6</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others. Range 6</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Begins to break the flow of speech into words, to hear and say initial sound in words and may start to segment the sounds in words and blend them together. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels. Range 6</p> <p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves. Range 6</p>	<p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies and + or -. Range 6</p> <p>Enjoy tackling problems involving prediction and discussion of capacity, paying attention to fairness and accuracy. Range 6</p> <p>Becomes familiar with measuring tools in everyday experiences and play. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Talks about past and present events in their own life and in the lives of family members. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p>

<p>Week 4 21.11</p>	<p>Extends vocabulary, especially by grouping and naming the meaning and sounds of new words. Range 6</p> <p>Listens and responds to ideas expressed by others in conversation or discussion. Range 6</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p> <p>Begins to form recognisable letters independently. Range 6</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Range 6</p>	<p>Understands their own and other people's feelings, offering empathy and comfort. Range 6</p> <p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p>	<p>Describes main story settings, events and principal characters in increasing detail. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. Range 6</p> <p>Enjoys an increasing range of print and digital books, both fiction and non-fiction. Range 6</p>	<p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including numerals, tallies and + or -. Range 6</p> <p>Enjoys reciting numbers from 0 to 10 and back from 10 to 0. Range 6</p> <p>Increasingly confident at putting numerals in order 0 to 10. Range 6</p> <p>Matches the numeral with a group of items to show how many there are. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p>
<p>Week 5 29.11</p>	<p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Extends vocabulary, especially by grouping and naming the meaning and sounds of new words. Range 6</p>	<p>Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. Range 6</p> <p>Chooses to move in a range of ways, moving freely with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Range 6</p> <p>Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance. Range 6</p>	<p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Range 6</p>	<p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number. Range 6</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Explore and represent patterns within numbers to 10, including evens and odds and double facts. Range 6</p> <p>Show awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. Range 6</p> <p>Uses number names and symbols when comparing numbers, showing interest in large numbers. Range 6</p> <p>Estimates of numbers of things, showing understanding of relative size. Range 6</p>	<p>Knows about familiarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p>
<p>Week 6 5.12</p>	<p>May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span. Range 6</p> <p>Understands questions such as who; why; when; where and how. Range 6</p> <p>Extends vocabulary, especially by grouping and naming the meaning and sounds of new words. Range 6</p>	<p>Chooses to move in a range of ways, moving freely with confidence, making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, jumping, skipping, sliding and hopping. Range 6</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. Range 6</p>	<p>Talks about their own and others' feelings and behaviour and its consequences. Range 6</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community. Range 6</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar groups. Range 6</p>	<p>Uses vocabulary & forms of speech that are increasingly influenced by their experiences of reading. Range 6</p> <p>Begins to link sounds to some frequently used digraphs. Range 6</p> <p>Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. Range 6</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name. Range 6</p>	<p>Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy. Range 6</p> <p>Becomes familiar with measuring tools in everyday experiences and play. Range 6</p>	<p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Range 6</p> <p>Knows about similarities and differences in relation to places and living things. Range 6</p>	<p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. Range 6</p> <p>Expresses and communicates working theories, feeling and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. Range 6</p> <p>Chooses particular instruments for their own imaginative purposes. Range 6</p> <p>Begins to build a collection of songs and dances. Range 6</p>

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	Events	PSED	Physical D	Com & Lang	Literacy	Phonics	Mathematics	Und the World	Ex Arts & Design
Week 1	<p>* Kindness Curriculum</p> <p>Humility and Dignity</p>	<p>PSHE – Changes Talk about how most things change over time and not many things stay the same. Do you look the same as you do now when you was 1? Things in our environment change too. Exploring ice – what will happen to the ice if it isn't in the freezer? It will melt. Kindness – Humility Blind folded partner pairs-guiding through voice and direction instructions.</p>	<p>PE- Fundamentals PE: Unit 1 -To develop balancing whilst stationary and on the move.</p> <p>Small group pencil control – targeting those children who need it and developing correct letter formation.</p>	<p>Baseline-*Name writing-First name and surname for the more able</p> <p>Introduction to Diversity</p> <p>Self-portrait of faces, phonetically labelling or trying to copy adults writing to label features of the face. Using an iPad photograph to draw their realistic features. What do I look like? Hair-colour Eyes-colour Nose Mouth *Discussion about our main facial features differences.</p>		<p>Guided reading x3 T, W, TH through the Term</p> <p>Phase 3 ai ee igh oa</p>	<p>White Rose- Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5</p> <p>NCETM Mastering Number –Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5</p>	<p>RE – Which places are special and why? Where is special to me? – children to bring in pictures and share with class.</p>	<p>Music focus this Term:</p> <p>*Exploration of instruments, naming different categories of instruments and naming instruments. Which instruments do they prefer playing and the sound of?</p>
Week 2		<p>PSHE – Changes Exploring the weather. Try to think of many different types of weathers, e.g. sunny, dry, windy, rainy and wet, snowy... Explore how the weather can change quite a lot in England, what is the weather today, was it exactly the same yesterday? Talk about what different outfits you would need for different types of weather – have some clothes and accessories to choose from.</p>	<p>PE – Fundamentals PE: Unit 1 -To develop running and stopping.</p> <p>Small group work-letter formation and pencil control.</p>	<p>Pink Is for Boys</p> <p>Introduce and read the story. Get the children's initial thoughts.</p> <p>What else can they children think of that could be the different colours, for everyone-boys and girls?</p> <p>Pink Blue Yellow Green Red</p>	<p>Pink Is for Boys</p> <p>Focus on writing What would the children like to draw and write as their ideas for the objects for the different colours. Phonetically labelling words or phrases depending on ability.</p>	<p>Phase 3 oo oo oar or</p> <p>Tricky words was you they</p>	<p>White Rose- Alive in 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>NCETM Mastering Number – Counting, ordinality and cardinality Counting focus on ordinality and the See that each number is one more than the previous number</p>	<p>RE – Which places are special and why? Where is a special place for Christians to go? Where is a special place for Christians to go? What makes Church special?</p>	<p>Music</p> <p>Learning about beat and rhythms, playing along to songs, making up own songs. *See separate Music planning for details.</p> <p>* To follow a steady 1, 2, 3, 4 beat.</p>
Week 3		<p>PSHE – Changes Recapping on last week, discuss how we know the weather changes, which often links to seasons.</p> <p>Learn and explore the different seasons. Learn the seasons song. What is the weather typically like in each season? What would you see.</p> <p>Sort pictures/objects into different seasons on hoola hoops on the ground.</p>	<p>PE – Fundamentals PE: Unit 1 - To develop changing direction.</p> <p>Small group work-letter formation and pencil control.</p>	<p>Pink Is for Boys</p> <p>Re-read the story. Get the children's thoughts.</p> <p>What else can they children think of that could be the different colours, for everyone-boys and girls?</p> <p>Orange Purple Brown Black White</p>	<p>Pink Is for Boys</p> <p>Focus on writing. What would the children like to draw and write as their ideas for the objects for the different colours. Phonetically labelling words/phrases/or short sentences depending on ability.</p>	<p>Phase 3 ur ow oi ear</p> <p>Tricky words was you they</p> <p>*NEW my by all</p>	<p>White Rose-Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>NCETM Mastering Number –Composition Focus on 5</p>	<p>RE – Which places are special and why? Where is a holy place for Muslim's to go? Diversity exploration- using internet research What is diversity? Bing Videos Celebrating the differences between boys and girls is a vital part of raising empathetic and inclusive children. By teaching them to appreciate and respect the diversity that exists in our world, we can help shape a future where everyone is valued for who they are.</p>	<p>Music</p> <p>Learning about beat and rhythms, playing along to songs, making up own songs. *See separate Music planning for details.</p> <p>* To independently use a 1,2,3,4 beat whilst singing a song.</p>

Week 4		<p>PSHE – Changes Talk about how our feelings can change. Give/act out different scenarios and talk about how our feelings would change with each one. Talk about how all feelings are okay, but not all behaviours are.</p> <p>How can we make people feel different? E.g. making them feel better when they are sad.</p>	<p>PE – Fundamentals PE: Unit 1 - To develop jumping and landing.</p> <p>Small group work- letter formation and pencil control.</p>	<p>Vocabulary-Reinforce and discuss meanings from sharing the book previously:</p> <p>Fancy Uniforms Team Track Sticky Everyone Pet Dribbling *Vocabulary pyramid</p>	<p>Included Focus on writing Can they choose one of the children from the book to describe in a sentence or phrase about what is unique about them. Some children may only be able to write a couple of words or they may be able to write more than one sentence.</p>	<p>Phase 3 air er, words with double letters Tricky words was you they my by all *NEW are sure pure</p>	<p>White Rose- Growing 6,7,8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more and 1 less Composition of 6, 7 and 8</p> <p>NCETM Mastering Number – Composition Focus on 6 and 7 as '5 and a bit'</p>	<p>Diversity exploration- Listen to 'Included' book being read- by Jayneen Sanders INCLUDED by Jayneen Sanders</p> <p>RE – Which places are special and why? Where is a special place for Muslims to go? What makes a mosque special?</p>	<p>Music Learning about beat and rhythms, playing along to songs, making up own songs. *See separate Music planning for details.</p> <p>* To use fast and slow beats within different pieces of music.</p>
Week 5	<p>* Kindness Curriculum *Joy</p> <p>*Children's Mental Health Awareness Week</p>	<p>PSHE – Changes Talk about how us and our bodies change. Children to bring in/send a picture of when they were younger. How have we all changed? Kindness theme- Make a kindness jar – each time we see somebody doing something kind, I will add a pompom. If it is full by the end of the week the children can have a treat! Children's Mental Health Week Talk about ways which we can look after ourselves and feel happy, e.g., going on a walk, playing outside, giving a friend a hug... test some of these out and talk about how they make us feel.</p>	<p>PE – Introductions to PE: Unit 1 - To develop hopping and landing with control.</p> <p>Discussing and noticing how our body changes when we are unwell, anxious, tired, angry or sad.</p> <p>Talk about other changes our bodies go through, for example, when we exercise our heart beats faster and we might get sweaty. Run on the spot for 1 minute to test this. (Make this link in PE too).</p>	<p>The Bumblebear Reading and sharing the story of 'Norman' the bear who loved honey. He had a brilliant idea to become bee, to let him have access to honey all the time. He said he was a special bee from a land far away and that was why he looked different from the other bees. The bees learned about how to chase away predators like BEARS. One of the bees realised Norman was a bear, he was sent away but then came to the rescue against a big, nasty bear and helps save the day. A hero!</p>	<p>The Bumblebear Focus on writing Writing-Some of the Tricky words from the text and Aut 1/2: is, I the, as, and, has his, her, go, no, to, into, she, he, of, we, me, be *Depending on ability will determine how many tricky words they practise.</p>	<p>Phase 3 Longer words Tricky words Recapping Phase 3 TW: was you they my by all are sure pure</p>	<p>White Rose- Growing 6,7,8 -Make pairs-odd and even -Double to 8 (find a double) -Double to 8 (make a double) -Combine 2 groups and Conceptual subitising</p> <p>NCETM Mastering Number – Comparison Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</p> <p>NSPCC Number Day Timeslots for parents 9:35am- 10:05am - Reception</p>	<p>RE – Which places are special and why? What is important in a church and mosque? How are holy buildings similar and different?</p> <p>Diversity exploration- Continue looking at different examples. using internet research What is diversity? Bing Videos Celebrating the differences between boys and girls is a vital part of raising empathetic and inclusive children. By teaching them to appreciate and respect the diversity that exists in our world, we can help shape a future where everyone is valued for who they are.</p>	<p>Music Learning about beat and rhythms, playing along to songs, making up own songs. *See separate Music planning for details.</p> <p>* To make our own rhythm.</p>
Week 6		<p>PSHE – Changes Look back at all of the things that we have found can change.</p> <p>How do we feel about these changes? How do they make you feel?</p>	<p>PE – Introductions to PE: Unit 1 - To explore different ways to travel.</p> <p>Small group work- letter formation and pencil control.</p>	<p>Side by Side Reading and sharing the story of a little 'mouseling' whose other mice family members and friends scurried off so fast. Searching for companionship. She finds a loving friendship with a little 'black vole'.</p>	<p>Side by Side Focus on writing Writing-Some of the Tricky words from the text and this Term Spring 1: Was, you, they, my, by, all, are, sure, pure</p>	<p>Spring 1 - Phase 3 Assessment and Review</p> <p>Phase 3 Recapping digraphs and trigraphs</p>	<p>White Rose- Length and height Explore length Compare length Explore height Compare height</p> <p>NCETM Mastering Number – N/A Review</p>	<p>RE – Which places are special and why? What is needed to make a truly special place of our own?</p>	<p>Music Learning about beat and rhythms, playing along to songs, making up own songs. *See separate Music planning for details.</p> <p>* To make up our own lyrics to well-known nursery rhymes.</p>

