



KING'S HILL
PRIMARY SCHOOL

Reception (4 - 5 Year Olds) – 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	All about me. Dinosaurs	Julia Donaldson & celebrations	Superheroes Winter	Adventures above and under the clouds Transport	Plants and animals	Journeys
Possible lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascination)	All about me, my family, houses and homes. Dinosaur egg, dinosaur footprints, VR dinosaur video	Diwali show & tell Bonfire night Gruffalo Christmas	Who trapped teddy? What is a hero? Winter/different types of weather.	What types of transport are there? What is in space?	Plants, exploring food (healthy food choices), gardening Summer, Mini beasts (insects), Nocturnal animals	Going on holiday. Send me a postcard! Seaside. Where in the world?

<p>Key texts</p>	<p>Colour Monster Rubys Worry (PoR) Colour Monster Goes to School Harry and the Dinosaurs go to school Tom and the Island of Dinosaurs I'm Sure I saw a Dinosaur</p>	<p>Diwali information books The Best Diwali Ever Gruffalo (PoR) Gruffalo's Child Jack and the Flum Flum tree The smartest giant in town Stick Man Nativity Christmas Story</p>	<p>Elliot Midnight Superhero Supertato Super Daisy A Superhero Like you Supertato and the Valley of doom Superkid The Magic Paintbrush Chinese New Year-Non fiction</p>	<p>I like trains (PoR) Astro Girl (PoR) Light House Keepers Lunch Lost and found Astronauts- non fiction Chick Life Cycle- non fiction</p>	<p>Gigantic Turnip (PoR) Yucky Worms (PoR) Arrghh Spider (PoR) Big Green Crocodile (PoR) Tadpole to Frog Butterfly Life Cycle Noctoranl animals- non-fiction</p>	<p>Handa's Surprise (PoR) Commotion in the Ocean Harold Finds His Voice Stanley's Stick (PoR) Non-fiction - Africa/France/Australia/ Italy</p>
<p>PSED /UTW We support the children's PSED all the time in FS through activities planned but we also follow the Jigsaw Scheme to deliver discreet lessons each week</p>	<p>- starting school <u>Being Me in My World</u> Respectful friendships / being safe How can we make other people feel welcome?</p>	<p><u>Celebrating Difference</u> making friends collaboration corner World kindness day</p>	<p><u>Dreams and Goals</u> having a positive attitude Mental Well being What does it mean to feel proud?</p>	<p><u>Healthy Me</u> - a balanced diet Physical health & fitness /healthy eating. How do we stay healthy and safe?</p>	<p><u>Relationships</u> - what makes a good relationship Relationships Caring friendships /families. How do we stop ourselves from being lonely?</p>	<p><u>Changing Me</u> - embracing change Changing me Changing bodies /caring friendships. How do we feel when changes happen?</p>
<p>Physical development Gross motor skills covered via PE lessons & CI time</p>	<p><i>Moving and using space</i> crawling, jumping, skipping, hopping, running</p>	<p><i>Dance</i> Bollywood dancing Nativity dance</p>	<p><i>Large equipment</i> Health and safety Using the mats Moving in different ways</p>	<p><i>Ball skills</i> Throwing, catching, kicking, passing</p>	<p><i>Tennis skills</i> Holding a racket Passing using a racket</p>	<p><i>Athletics</i> Team races Relay Sports day practise</p>

<p>Fine motor skills covered within discrete lessons and through child initiated/continuous provision</p>	<p>(avoiding obstacles) Write dance/ dough disco</p>	<p>yoga</p>				<p>Introduce children to outdoor field</p>
<p>Communication and language Developed across the year during whole group/ small group sessions and continuous provision</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Learn new vocabulary</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>

<p>Literacy Reading</p> <p>Taught through reading group sessions/phonics/ whole class literacy sessions</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p> <p>Word Reading: Hear general sound discrimination and be able to</p>	<p>Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception</p>	<p>Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school’s phonic programme.</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them.</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
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	orally blend and segment.	words matched to the school's phonic programme.		Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	up of words with known letter-sound correspondences and, where necessary, a few exception words.	
<p>Literacy Writing-</p> <p>taught through key texts/topic/phonics (power of reading)</p> <p>(see progression statements)</p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p> <p>Handwriting</p>	<p>Emergent writing:</p> <p>Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory</p> <p>Composition:</p> <p>Use talk to link</p>	<p>Emergent writing:</p> <p>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p>	<p>Emergent writing:</p> <p>Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin</p>	<p>Emergent writing:</p> <p>Build words using letter sounds in writing.</p> <p>Composition:</p> <p>Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and</p>	<p>Emergent writing:</p> <p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition:</p> <p>Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p>	<p>Emergent writing:</p> <p>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions).</p>

	<p>ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>to form recognisable letters.</p>	<p>phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words</p>	<p>Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
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<p>Phonics</p>	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).</p>	<p>Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).</p>	<p>Phase 2/3 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, l</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat</p>	<p>Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
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<p>Science (using Snap Science/children's interests</p> <p>Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events. Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop, beebots.</p>	<p>The effects of exercise on our body</p> <p>Scientific enquiry How do we know about dinosaurs?</p> <p>Our changing world Autumn changes Leaf study</p> <p>Mud Kitchen Investigation-making dinosaur soup</p> <p>Black History month</p>	<p>Gruffalo-Woodland animals. What animals live there?</p> <p>Finding out about mice/snakes/foxes/owls</p>	<p>Objects and materials Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt ice the quickest? .</p> <p>What is a hero? Who can you call for help? (police/firefighters / paramedics)</p>	<p>Light, space electricity and movement</p> <p>How does a car move?</p> <p>Different transport: Investigating</p> <p>Gravity: Rocket launching Thrust: Bottle cap experiment. What is space food? What do astronauts do?</p> <p>Science week</p> <p>Chicks-life cycle of a chick</p> <p>What is inside an egg</p>	<p>Animals and plants</p> <p>Building and investigating a bug hotel/wormery what does an earthworm do</p> <p>Nocturnal animals</p> <p>Planting: re-growing vegetables The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers</p>	<p>Exploring maps / globes Tasting different foods from around the world</p> <p>Places around the world-Africa, France, Australia, Italy</p> <p>Which animals have stripes?</p>
<p>EAD Experiences</p>	<p>Self portraits</p>	<p>Clay divas Woodland drawings Colour mixing</p>	<p>Superhero masks Design a superhero</p>	<p>Mothers day/easter craft Moon rocks</p>	<p>Building a bug hotel</p>	<p>Fathers day craft African paintings</p>

Art/DT/music	<p>Making hot air balloons</p> <p>Play dough dinosaurs</p> <p>Making boats</p> <p>Role play-home corner /shop/dinosaur den</p>	<p>Henry Matisse</p> <p>Christmas craft</p> <p>Nativity songs/dances</p> <p>Role play-saree shop/Dressing up</p>	<p>Superhero models</p> <p>Chinese lanterns</p> <p>Role play-superhero head quarters</p>	<p>Design and create your own transport</p> <p>Balloon powered cars / rockets.</p> <p>Role play-airport/space ship</p>	<p>Music lessons</p> <p>Role play – seaside/</p>	<p>Aboriginal art</p> <p>Eiffel tower sketches</p> <p>Role play- ice-cream shop</p>
Cooking	<p>Dinosaur soup</p>	<p>Mango lassie</p> <p>Owl on toast</p> <p>Gruffalo crumble</p>	<p>Superhero fruit salad</p> <p>Pancakes</p> <p>Chinese noodles</p>	<p>Easter nest cupcakes</p> <p>Space biscuits</p>	<p>Turnip/vegetable soup</p>	
Trips, visits & Experiences	<p>Sharing family photos</p> <p>VR dinosaur video</p>	<p>Visit from Mrs Chauhan</p>	<p>Dragon dance</p>	<p>Chick eggs experience</p>	<p>Visit to the farm</p>	