

## RECEPTION TOPIC PLANNER

### Communication And Language:

Chn express themselves effectively showing awareness of listeners needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Asking Questions of visitors about their jobs.

### PHYSICAL

- Experiments with different ways of moving (M&H 40-60)
- Negotiates space successfully (M&H 40-60)
- Initiates new combinations of movement and gesture (EA&D 40-60)

**Weekly games sessions with Mr Hopkins Movement/Gym sessions (Wednesday PM)**

**Continue to develop letter formations**

**Funky fingers**

**Looking after our teeth.**

- Handles tools safely and with increasing control (M&H 40-60, ELG)

Begins to form recognisable letters. (MH 40-60)

Talk about about ways to keep healthy and safe in different situations (HSC ELG)

### PSED

- Can describe themselves in positive terms and talk about abilities in a familiar group. (SC&SA 40-60/ ELG)

Using the I-pads, bikes, role play area, sharing toys, equipment during activities.

- Play co-operatively, taking turns with others (MR ELG).

Working together to make houses for the 3 Little pigs

Chn are confident to try new activities. Say when they don't need help. (SCSA ELG)

Understands that actions affect other people (MF&B 40-60)

Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable (MF&B ELG)

### SMSC

Looking at different environments and countries.

Jobs different people have.

Celebrating Easter and Mothers Day.

### British Values

Following Class rules.

Sharing ideas - linked to developing child initiated provision

Celebrating Easter and Mothers Day

- Spring 1 (6 weeks)

**Journeys**

- Spring 2 (6 weeks)

**People Who Help Us**

### LITERACY

SEE SEPARATE PLAN (L&S & LITERACY)

The Snail and the Whale  
We're Going On A Bear Hunt  
Rosie's Walk  
Atlas  
Jobs

### NUMERACY

SEE SEPARATE PLAN (MATHEMATICS)

**Addition and subtraction**  
(week 1-3)

**Positional Language and Distance**  
(week 4-5)

**Shape and Pattern**  
(week 6-8)

**Money (week 9-10)**

### Cross curricular Maths

Role play area- money, distance, time

### UNDERSTANDING THE WORLD

- Talk about features of their own environment and how environments vary from one another (W 40-60,ELG)

- Make observations of animals (W ELG)

Know similarities and differences between themselves and others, and among families, communities and traditions (P&C ELG)

Make observations and talk about changes W - 40 - 60 / ELG

Sort animals in to different settings. Talk about similarities/differences of environments. Compare differences in book settings to their own environment.

- Packing suitcases for different locations.

Winter in to spring - Easter

Visits from people with different jobs.

Postcards from different environments

### USING ICT (UW - TECHNOLOGY)

- use and recognise a range of technology (ELG)

Completes a simple program.(40-60)  
Use technology for a particular purpose (ELG)

ICT hunt around school. Chn explain use of different technology.

- Chn create a picture – what I want to be when I grow up.

### EXPRESSIVE ARTS AND DESIGN

- Explores the sounds of instruments , experiment ways of changing the sounds (EMM 40-60/ ELG)

- Understands that different media can be combined to create new effects (EMM 40-60).

- Manipulates materials to achieve a planned effect (EMM 40-60).

Creating simple representations of events, people and objects. (EMM 40-60)

Chooses particular colours to use purpose. (EMM 40-60)

Introduces a storyline or narrative into their play (BI 40-60).

Explore different musical instruments – children copy and create different rhythms Children to explore how they can use household items to make music.

Collages based on Matisse The Snail

Role Play – Travel Agents, Building Site (linked to The 3 Little Pigs)

Kanisky – Circles – colour mxing.

Building houses for the 3 little pigs.

Music – making instruments and playing to the pulse.