







At All Saints we believe that **Together** we are **Included, Involved** and **Inspired**

At All Saints' we aim to provide a safe, happy and stimulating learning environment, both in our inside and outside classrooms where, children are taught through high quality play and playful activities. We do this through a balance of teacher and child led activities carefully planned and facilitated from the adult observations of the children's play and knowledge of the individual children's interests.						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<b>Marvellous Me</b> <i>What makes me unique?</i>	<b>Let's Celebrate</b> <i>How do people celebrate?</i>	<b>Fairy Tales</b> Fact and Fiction Can pigs really talk?	<b>Fairy Tales</b> Fact and Fiction Can I grow a beanstalk to the sky?	<b>Our Wonderful World</b> <i>Where do minibeasts live?</i>	<b>Water Everywhere</b> <i>What is water used for?</i>
Possible Themes/Interests/ Lines of Enquiry	Our Family Our School Family Where we live – Britain, Newmarket People who help us /Our senses Doctors/nurses paramedic – Touch Police - Hearing Optician – sight Dentist – taste & Smell Autumn /Harvest Superhero's real /fiction	Children's Memory Boxes Autumn *Diwali - India (Date can move) Bonfire Night – <i>Guy Fawkes - London</i> Thanksgiving – <i>Pilgrims - America</i> Advent Christmas Christmas presents (past and present) Christmas around the world	Winter Chinese New Year – China Three Bears /Bears Three Pigs/ Pigs *Pancake Day/Lent(Date moves)	Gingerbread man (runaway pancake)/ pancakes Jack and the Bean stalk /Planting/Gardening/ Spring Easter	Life cycles – Frog/butterfly/plant Minibeasts Ladybird, worm, snail Caterpillar/Butterfly Healthy Eating – Hungry Caterpillar Our Local Area - maps Visit to Lackford Lakes Frogs	Water Cycle Pirates – maps, Anne Bonney Blackbeard Summer holidays (past and present) *Eid – Pakistan (Date can move)
Communication and Language 	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important. – establishing routines/ class rules</li> <li>Develop social phrases – model how to talk to others</li> <li>To talk in whole sentences</li> <li>Listen to and learn Nursery Rhymes</li> <li>Engage in story times. – to enjoy stories, rhymes and songs joining in with predictable stories, making comments and questions.</li> <li>To ask a simple why question. – when talking to visitors</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they are doing and why.</li> <li>Ask questions to find out more and to check they understand what has been said to them.- ask questions of other children when discussing their memory boxes.</li> <li>Engage in story times. – discuss what might happen next</li> <li>Discuss routes and location using positional language</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. – traditional stories using:- story maps, miniworlds, roleplay</li> <li>Engage in non-fiction books. – information about real animals</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Articulate their ideas and thoughts in well-formed sentences. – e.g. how to make a gingerbread man/pancake</li> <li>Connect one idea or action to another using a range of connectives – how to plant a seed, Recipe, Science experiments.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in non-fiction books. – use contents page to find information about a minibeast. Talk about what they have found out.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use minibeast specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in some detail – our trip to Lackford lakes</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. – during science experiments</li> <li>Use new vocabulary in different contexts.</li> </ul>
	Learn new vocabulary	Listen carefully to rhymes and songs, paying attention to how they sound.	Use new vocabulary in different contexts	<b>NB Each new topic is introduced though a 'talk box' – Children talk about objects that they find and ask questions to direct the learning.</b>		
Personal, Social and Emotional Development 	<ul style="list-style-type: none"> <li>See themselves as a valuable individual. – what makes me unique</li> <li>Identify their own feelings</li> <li>Make up and understand classroom rules.</li> <li>Play with other children – building new friendships</li> <li>Manage their own needs. Putting their book bag and coat away, accessing resources, dressing, toileting, washing hands, eating, drinking when thirsty, taking jumper off if hot, zones of regulation.</li> <li>How to ask for help for themselves or others, and to keep trying until they are heard.</li> <li>Know who can help them at home, school and in the community.</li> <li>Safety and hazards around Newmarket – railway, ponds, roads etc</li> </ul>	<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Express their feelings and consider the feelings of others</li> <li>Build constructive and respectful relationships. – play cooperatively</li> <li>To follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>Think about the perspectives of others.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>How to keep safe in the sun</li> </ul>			
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>					





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Physical Development 	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes - eating, personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. – moving in different ways</li> <li>Inside and outside apparatus</li> <li>Drawing and mark making</li> </ul>		<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> <li>Dough Disco</li> <li>Begin to use correct letter formation</li> <li>Use the tripod pencil grip</li> </ul>		<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Balance bike course.</li> </ul>	
	<p><b>N.B These skills are developed during weekly Gym Trail sessions, continuous provision and specific activities.</b></p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					
Literacy 	<ul style="list-style-type: none"> <li>Hear general sound discrimination, identify rhythm, rhyme, alliteration and begin to be able to orally blend and segment simple words.</li> <li>Know that print carries meaning</li> <li>Know a letter, word and a sentence.</li> <li>Begin to read individual letters by saying the sounds for them.</li> <li>Recognise their name and start to write their name</li> </ul>		<ul style="list-style-type: none"> <li>Be able to orally blend and segment simple words.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Write their name</li> <li>Mark make in their play</li> <li>To begin to write the sounds they can hear in words. – labels for models, and in continuous provision.</li> </ul>		<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words</li> <li>To use their phonetic knowledge to write simple words and sentences. – write labels and captions to go with stories and Information pages.</li> <li>To use finger spaces</li> </ul>	
	Phonics		Phonics		Phonics	
	Text to learn		Text to learn		Text to learn	
Phase 1/2		Phase 2		Phase 2/3		
Little Red Hen		Elmer		Three Billy goats Gruff		
<ul style="list-style-type: none"> <li>Match. Sort &amp; Compare amounts</li> <li>Compare size, mass and capacity</li> <li>Exploring pattern</li> </ul>		<ul style="list-style-type: none"> <li>Representing, comparing composition of 1, 2, 3</li> <li>One more one less</li> <li>Circles and triangles</li> <li>Positional language</li> <li>Representing numbers to 5,</li> <li>Shapes with 4 sides</li> <li>Counting in order</li> <li>Counting one to one</li> <li>Subitise</li> </ul>		<ul style="list-style-type: none"> <li>Numbers 0</li> <li>Comparing numbers to 5</li> <li>Composition of 4 &amp; 5</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Numbers 6,7,&amp; 8</li> <li>Making pairs</li> <li>Ordering numbers</li> <li>Counting one to one</li> <li>Subitise</li> </ul>		
<ul style="list-style-type: none"> <li>Combining 2 groups</li> <li>Length &amp; height</li> <li>Time</li> <li>Building 9 &amp; 10</li> <li>Comparing number to 10</li> <li>Bonds to 10</li> <li>3D Shape</li> <li>Pattern</li> </ul>		<ul style="list-style-type: none"> <li>Building Numbers beyond 10</li> <li>Counting patterns beyond 10</li> <li>Spatial Reasoning – Match Rotate Manipulate</li> <li>Adding More</li> <li>Taking Away</li> <li>Spatial Reasoning - Compose and Decompose</li> <li>Count to 20 and beyond</li> </ul>		<ul style="list-style-type: none"> <li>Doubling</li> <li>Sharing and Grouping</li> <li>Even and Odd</li> <li>Spatial Reasoning – Visualise and Build</li> <li>Deepening understanding</li> <li>Patters and Relationships</li> <li>Spatial Reasoning - Mapping</li> </ul>		
<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>To write simple sentences. – write information page about minibeasts</li> </ul>		<ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. – Water poems, Pirate information, writing about pictures,</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. – Water poems, Pirate information, writing about pictures,</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>		
Phase 3		Phase 3		Phase 3/4		
Hungry Caterpillar		Hungry Caterpillar		Mr Gumpys Outing		
<ul style="list-style-type: none"> <li>E Safety</li> <li>Sorting</li> <li>Patterns</li> <li>2Simple pictures</li> <li>Dazzle Celebration pictures</li> </ul>		<ul style="list-style-type: none"> <li>A cat on a mat</li> <li>Musical Algorithms</li> <li>Algorithms – Coding Blocks</li> <li>Algorithms – Jam Sandwich</li> <li>Filming/ taking photos</li> <li>2 Animate</li> <li>Phonics Play</li> </ul>		<ul style="list-style-type: none"> <li>Martha Monkey</li> <li>Handling Data – Minibeasts</li> <li>Bees in the Garden</li> <li>2 Go</li> <li>Bee Bots</li> <li>QR code minibeast facts</li> <li>Dazzle – Eid Prayer Mats</li> </ul>		
Computing (Extra) ICT is used to support learning in reception		Computing (Extra) ICT is used to support learning in reception		Computing (Extra) ICT is used to support learning in reception		



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World</p> 	<ul style="list-style-type: none"> <li>Name parts of the body/sense</li> <li>Look at similarities and differences</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>To understand about the 'special people' who work in our community including ways to get help and how to contact those special people when they need their help, including dialling 999 in an emergency.</li> <li>Describe where they live and what they can see and feel. – Newmarket Autumn walk, Looking at maps</li> <li>Describe different materials</li> <li>Look at changes – seasons</li> <li>R.E Unit - Why is God important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Understand that some places are special to members of their community. – places of worship,</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries – memory boxes, celebrations around the world</li> <li>Comment on images of familiar situations in the past. – toys</li> <li>Compare and contrast characters from stories, including figures from the past. – Guy Fakes, pilgrims</li> <li>R.E Unit - Why do Christians perform Nativity plays at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live. Compare and contrast countryside and town while looking at pigs, Arctic while looking at polar bears.</li> <li>Recognise some similarities and differences between life in this country and life in other countries – China</li> <li>Comment on images of familiar situations in the past. – lent, pancake races traditions</li> <li>Look at changes – seasons winter</li> <li>Explore ice and snow</li> <li>R.E Unit - How can we help others when they need it?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Look at changes – seasons spring, new life.</li> <li>Comment on images of familiar situations in the past. – Easter traditions</li> <li>Plant seeds and know what they need to grow</li> <li>Name parts of a plant</li> <li>R.E Unit -Why do Christians put a cross in an Easter garden?</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live - Newmarket/Lackford</li> <li>Compare and contrast minibeasts and their habitats.</li> <li>Draw information from a simple map. – find minibeasts on the map, make a map of a minibeast world.</li> <li>R.E Unit - What makes every single person unique and precious?</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past -. Seaside now and then</li> <li>Compare and contrast characters from stories, including figures from the past. Black Beard and Anne Bonny. Seaside/town</li> <li>Look at changes – seasons Summer</li> <li>Look at plant growth - potatoes</li> <li>Observe the changing states of water</li> <li>Floating and sinking</li> <li>Recognise some similarities and differences between life in this country and life in other countries – Pakistan – Eid (time of year changes)</li> <li>R.E Unit - How can we care for our wonderful world?</li> </ul>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p><b>NB A 'curiosity cube' will be used for different people to put in objects and artefacts about different places and cultures. This will generate discussions and interest.</b></p>						
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design</p> 	<ul style="list-style-type: none"> <li>Take part in pretend play. – role play areas</li> <li>Explore materials and make their own models – Creative area</li> <li>Colour mixing</li> <li>Autumn pictures inspired by 'leaf man'</li> <li>Make instruments</li> <li>Draw shapes to represent objects. – draw representations of themselves, people and things that are familiar to them.</li> <li>Show different emotions in drawings/paintings – Introduce Zones of regulation</li> <li>Learn Nursery Rhymes</li> <li>Charanga Unit - Me</li> </ul>	<ul style="list-style-type: none"> <li>Use small worlds to retell stories</li> <li>Work inspired by Van Gogh 'Starry, Starry Night'</li> <li>Diwali lamps clay , Rangoli Patterns</li> <li>Have an idea and find resources – Using CP independently</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody – Christmas production</li> <li>Christmas card</li> <li>Charanga Unit – My stories</li> </ul>	<ul style="list-style-type: none"> <li>Chair/ bed for a bear</li> <li>Bear puppet</li> <li>Adding detail -Polar bear pastel picture</li> <li>Three pigs houses</li> <li>Develop storylines in their pretend play. – role play, miniworlds traditional stories</li> <li>Draw adding detail – polar bears</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them - in CP</li> <li>Chinese dragon dance</li> <li>Charanga Unit - Everyone</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas, resources, and skills. – Pigs sty's, Easter Garden</li> <li>Make pigs</li> <li>Make a bridge</li> <li>3D shape creations</li> <li>Shape pictures inspired by Mondrian</li> <li>Mothers Day/ Easter Card</li> <li>Easter Performance Songs</li> <li>Charanga Unit – Our World</li> </ul>	<ul style="list-style-type: none"> <li>Make minibeasts</li> <li>Collage a wormary</li> <li>Henri Matisse' 'snail'</li> <li>Minibeast composition</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses. – Charanga</li> <li>Charanga Unit – Bear Funk</li> </ul>	<ul style="list-style-type: none"> <li>Work inspired by Monet water lilies</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses – watch year six</li> <li>Water cycle composition</li> <li>Charanga Unit – Reflect, Rewind, Replay</li> </ul>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. <b>N.B Creative tools and equipment are always available in Continuous Provision</b></p>						
<p>Inspiration though Enrichment</p>	<p>Dress up for at least one day Take part in a performance Sing as part of a large group Enjoy nature Visit to a local church Take part in an event on the Christian Calendar Work in a vertical age group Enjoy the weather Take part in a Nativity celebration</p>	<p>Dress up for at least one day Sing as part of a large group Enjoy nature Visit to a local church Take part in an event on the Christian Calendar Enjoy the weather Share an activity at school with a parent Plant seeds and bulbs and see them grow</p>	<p>Dress up for at least one day Enjoy nature Engage with wildlife and ecology Visit a local habitat Visit to a local church Take part in a Eucharist Service Sing as part of a large group Enjoy the weather Grow your own food and eat it</p>			