

# Coten End Primary School - Planning Overview

## Reception

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
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| Learning Theme                           | <b>Heroes Among Us</b>  | <b>Shining Bright</b>   | <b>Habitat Safari (Our Planet)</b>  | <b>The Garden Adventure</b>  | <b>A Ticket to Ride</b>  | <b>Dino Detectives</b>   |
| Literacy                                 | <p><b>Phonics Teach</b><br/>s,a,t,p,i,n,m,d,g,o,c,k,ck,e<br/>Tricky words- l, to, go no ?,the</p> <p><b>Story Dough/ Drawing Club</b><br/>Wk 1- home visits<br/>Wk 2- staggered start<br/>Wk 3- The Family Book<br/>Wk 4- The Smeds and the Smoos<br/>Wk 5- The Colour Monster<br/>Wk 6- You Can't Call an Elephant in an Emergency<br/>Wk 7- Doctosaurus<br/>Wk 8- What's in the Witch's Kitchen</p> <p>Rhyming Rabbit? rhyming<br/>Oi Frog? tongue twisters<br/>The Artist Ed Vere?</p> | <p><b>Phonics Teach</b><br/>u,r,h,b,f,ff,l,ss,j,v,w<br/>Tricky words no,,into,me,be</p> <p><b>Drawing Club</b><br/>Wk1- Pattan's Pumpkin<br/>Wk2- Little Glow- Katie Sahota<br/>Wk3- *Children bring in items/ photos from their cultures*<br/>Wk4- The Christmas Pine<br/>Wk5- *Christmas Show/ Nativity*<br/>Wk6- Mince Spies<br/>Wk7- Stick Man</p> <p><b>Writing Lis</b><br/>To hear and represent initial sounds</p> | <p><b>Phonics Teach</b><br/>x,y,z,zz,qu,ch,sh,th,th,ng,ai,ee<br/>Tricky words he,my,they,she</p> <p><b>Drawing Club</b><br/>Wk1- The Tiger Who Came to Tea<br/>Wk2- We're Going on a Bear Hunt<br/>Wk3- Penguin<br/>Wk4- Lost &amp; Found<br/>Wk5- Tiddler<br/>Wk6- Billy's Bucket<br/><b>Wk7- The Journey Home</b></p> <p><b>Chinese New Year 29<sup>th</sup> Jan</b></p> <p><b>Writing Lis</b><br/>To write initial and end sounds that we hear in words</p> <p>To begin to say and write a caption</p> <p>To begin to use the correct letter formation</p> <p>To label a picture</p> | <p><b>Phonics Teach</b><br/>igh,oa,oo,oo,ar,or,ur,ow,oi,ear,air,ure,er<br/>Tricky words we,are,you,her</p> <p><b>Drawing Club</b><br/>Wk1- The Very Hungry Caterpillar<br/>Wk2- Superworm<br/>Wk3- What the Ladybird Heard<br/>Wk4- Bumble Bear</p> <p><b>Writing Lis</b><br/>To begin to say and write a caption</p> <p>To continue to use correct letter formation</p> <p>To draw and write using an effective pencil grip</p> | <p><b>Phonics</b><br/>Group children for Phonics</p> <p><b>Writing Lis</b><br/>To begin to say and write a simple sentence</p> <p>Drawing Club TBC</p> | <p><b>Phonics</b><br/>Group children for Phonics</p> <p><b>Drawing Club</b><br/>Wk1- Are the Dinosaurs Dead, Dad?<br/>Wk2- Non-fiction book 'My Book of Fossils'<br/>Wk3- Dinosaurs Love Underpants<br/>Wk4- Never Show a T-Rex a Book<br/>Wk5- The Dinosaur that pooped a pirate<br/>Wk6- The Girl and the Dinosaur<br/>Wk7-</p> <p><b>Writing Lis</b><br/>To write simple sentences with most letters correctly formed</p> |
| Maths (taken from Master the Curriculum) | <p>Weeks 1,2<br/>Home visit/ staggered start</p> <p>Wk 3,4<br/>Match, sort and compare</p> <p>Wk 5,6<br/>Talk about measure and patterns</p> <p>Wk 7<br/>It's me 1,2,3</p> <p>Wk 8 circles and triangle<br/>Focus on number formation</p>   | <p>Wk 1<br/>1,2,3,4,5</p> <p>Wk 2,<br/>Shapes with 4 sides</p> <p>Wk3<br/>Shapes with 4 sides * night/day</p> <p><b>Wk4</b><br/>Start new maths scheme – Mastering Number - Term 1 wk 4 subitising</p>  | <p>Wk 1</p> <p>Wk 2</p> <p>Wk 3<br/>Mass and capacity</p> <p>Wk 4 , 5<br/>Growing 6,7,8</p> <p><b>Wk 6</b><br/><b>Recap???</b></p>  | <p>Wk 1,2<br/>Length, height and time</p> <p>Wk 3,4,5<br/>Building 9 &amp; 10</p> <p>Wk 6,7 (Summer 1)<br/>Exploring 3D shapes</p>   | <p>Wk 1 &amp; 2<br/>To 20 and beyond</p> <p>Wk 3<br/>How many now?</p> <p>Wk 4<br/>Manipulate, compose and decompose</p>                               | <p>Wk 5 (1)<br/>Manipulate, compose and5 decompose</p> <p>Wk 2,3<br/>Sharing and grouping</p> <p>Wk 4,5,6<br/>Visulise, build and map</p> <p>Wk 7<br/>Make connections</p>   |

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| <b>Physical Development P.E.</b>          | PE expectations - practise dressing and undressing, safe behaviour in the hall.  | Ball Skills – Manipulation and Coordination  | Gymnastics  | Gymnastics   | Sports Day Prep   | Dance - Suzanne  |
| <b>Understanding the World- History</b>   | <ul style="list-style-type: none"> <li>*My place in my family (week 3)</li> <li>*There is a past before I was born (week 3)</li> <li>*About significant events in my life</li> </ul>   | <ul style="list-style-type: none"> <li>*About annual events e.g. birthday, Christmas</li> <li>*About significant events and people in the past</li> <li>*About significant events in my life</li> <li>*Time is measured in units (maths link)</li> </ul>   | <ul style="list-style-type: none"> <li>*Historical events and people have significant places in history</li> <li>*How to use information to find out about events and people in the past</li> <li>*About significant events and people in the past</li> </ul> | <ul style="list-style-type: none"> <li>*Time has pattern e.g. days of the week, months of the year (maths link)</li> </ul> |   | <ul style="list-style-type: none"> <li>*Things were different in the past- understanding of what we can do now that we couldn't when we were a baby (jigsaw link)</li> </ul>   |
| <b>Understanding the World- Geography</b> | <ul style="list-style-type: none"> <li>*Where I live (week 4)</li> <li>*The key features of where I live (week 4)</li> <li>*The capital city of the country I live in</li> <li>*There are four seasons and the key features of them</li> </ul>   | <ul style="list-style-type: none"> <li>*The names of different countries around the world</li> <li>*People have different customs and traditions</li> <li>*People in different countries have different customs and traditions</li> <li>*There are four seasons and the key features of them</li> <li>*How to get from one place to another (positional language in Maths)</li> <li>*The vocabulary I need to use to direct others (positional language in Maths)</li> </ul>   |   | <ul style="list-style-type: none"> <li>*Time has pattern e.g. days of the week, months of the year (maths link)</li> </ul> | <ul style="list-style-type: none"> <li>*Some simple things that I can do to look after the planet</li> <li>*The names of different countries around the world</li> <li>*The names of different countries around the world</li> <li>*Different countries have different key features</li> <li>*The key features of different climates around the world</li> <li>*How to create a simple map</li> </ul>   | <ul style="list-style-type: none"> <li>*How to get from one place to another (maps in Maths)</li> <li>*The vocabulary I need to use to direct others (maps in Maths)</li> <li>*How to create a simple map</li> </ul> |
| <b>Understanding the World- RE</b>        | <p><b><i>RE- F1 How can people show they belong together?</i></b></p> <ol style="list-style-type: none"> <li>1. Where do I belong?</li> <li>2. What groups can people be part of? How does it feel to be part of a group?</li> <li>3. How do some people show their worldview?</li> <li>4. What times do people celebrate together?</li> <li>5. Which places are special?</li> </ol> | <p><b><i>RE: F2 Who are the people in sacred (special) stories and why might they still be important today?</i></b></p> <ol style="list-style-type: none"> <li>1. What makes a story special?</li> <li>2. Why are stories about Jesus important to Christmas?</li> <li>3. How does the Nativity story affect me?</li> <li>4. Can stories teach people how to behave?</li> <li>5. What can people in sacred stories teach us about the importance of making good choices?</li> <li>6. What qualities does a good leader have?</li> <li>7. Who helps us to make good choices today?</li> </ol> |   |  | <p><b><i>RE: F3 How do people know how to treat each other?</i></b></p> <ol style="list-style-type: none"> <li>1. What are values?</li> <li>2. How do our values affect the way we live and work together?</li> <li>3. Where do values come from?</li> <li>4. What is the Golden Rule?</li> <li>5. What do stories from sacred texts tell us about how to treat others?</li> <li>6. How do people know what is right and wrong?</li> <li>7. What have religious worldviews shown us about how to treat each other?</li> </ol> |  |

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|   |  |   |  |   | 8.How do non-religious people decide how to treat each other?<br>9.How do I want to treat people and why?   |  |
| <b>Understanding the World- Science</b>             |  |   | *What objects are made from<br>*The properties of different materials<br>*How different materials can be used<br>(making/ designing spaceships)  | *The relationship between cause and effect<br>*Changes can be reversible and irreversible<br>(Science Week)<br>*The names of different plants and animals<br>*The features of plants and animals<br>*What living things need to survive<br>*About life cycles<br>*How to keep healthy (Jigsaw link)   | *The names of different plants and animals<br>*The features of plants and animals<br>*Living things can be sorted into different groups<br>*What living things need to survive  | *Internal and external body parts in humans (Jigsaw Wk1) |
| <b>Expressive Arts &amp; Design</b>                 | *How to use different lines to draw a portrait (week 3 &4)   | *About famous artists and their techniques<br>*Create collaborative art   | *Different colours and textures through collage and painting   |   |   |  |
| <b>Personal, Social &amp; Emotional Development</b> | <b>Jigsaw- Being Me</b><br><br><b>The Taking Care Project</b><br><br><b>Online Safety Objective</b><br>I can recognise, online or offline, that anyone can say ‘no’ / ‘please stop’ / ‘I’ll tell’ / ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed or upset.<br><br><i>Taking Care Project</i><br><i>Jigsaw Pieces: 2, 4</i><br>I can identify some simple examples of my personal information (e.g. name, address, birthday, age, location).<br>I can describe who would be trustworthy to share this information with; I can explain why they are trusted. | <b>Jigsaw- Celebrating Differences</b><br><br><b>Online Safety Objective</b><br><br>I can describe ways that some people can be unkind online.<br><br>I can offer examples of how this can make others feel<br><br><i>Jigsaw Pieces: 5, 6</i> | <b>Jigsaw- Dreams and Goals</b><br><br><b>Online Safety Objectives</b><br><br><b>Safer Internet Day</b><br><i>Explore dreams and goals and make links with technology/ online presence</i><br><br>I can talk about how to use the internet as a way of finding information online<br><br>I can identify devices I could use to access information on the internet.<br><br><i>To be taught when researching about China and pandas.</i> | <b>Jigsaw- Healthy Me</b><br><br>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.<br><br>I can give some simple examples.<br><br><i>Jigsaw Pieces: 6</i><br><br>I know that work I create belongs to me.<br><br>I can name my work so that others know it belongs to me.<br><br><i>Taught throughout the year.</i> | <b>Jigsaw- Relationships</b><br><br>I can recognise some ways in which the internet can be used to communicate.<br><br>I can give examples of how I (might) use technology to communicate with people I know.<br><br><i>Talk about times we have talked to friends and family online (FaceTime, Zoom etc)</i><br><br>I can identify ways that I can put information on the internet.<br><br><i>To be taught in isolation.</i> | <b>Jigsaw- Changing Me</b>                               |

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| <p><b>Curriculum Enrichment</b><br/>(Trips/theme days/visitors)</p> | <p>Visit from a fire fighter, <i>SL/JW</i> paramedic, police man, Dr Hannah Webber?<br/>Or parent from RSM <i>SM to ask parent doctor</i></p> | <p>Autumn walk –welly walk? Diff. Focus evert week. With parent helpers? Every week – 1 hour walk. - St Nic’s Park – <i>NF to talk to SS</i><br/>Children bring objects from their cultures into school to share with their friends<br/>Christmas Performance trip<br/>Nativity</p> | <p>Spaceship crash landing<br/>Planetarium visit<br/>Chinese New Year party<br/><br/><i>Frogspawn - JW? SL</i></p> | <p>Live caterpillars<br/><i>NF to order in EASTER HOLS</i><br/><i>SL/JW to order seeds...</i><br/>Planting seeds<br/>Fieldwork?<br/>Ryton Pools?</p> | <p>All Things Wild Trip</p> | <p>Dinosaur museum<br/>Library trip</p> |
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