








## Reception Timetable














	<u>Mon</u>	<u>Tues</u>	<u>Weds</u>	<u>Thurs</u>	<u>Fri</u>
8.45-9.15					
9.15-9.45	STRUCTURED STORY TIME				Shared writing-response to story of the week. Colourful Semantics sentence writing
10-11.15	<b>GET BUSY</b>				
11.15	MATHS	MUSIC	MATHS	MATHS	MATHS
11.45	LUNCH				
12.15-1.15	<b>GET BUSY</b>				
1.15-1.45	PHONICS	PHONICS	PHONICS	PHONICS	PHONICS
1.45- 3	PE	<b>GET BUSY</b>			
3.00-3.30	Foundational Knowledge Building	RE	PSHE/Circle Time	Foundational Knowledge Building	Foundational Knowledge Building









# Reception 2023 – 2024 Curriculum sequence on a page










Autumn 2023	Spring 2024	Summer 2024
<b>Events:</b> Festival of triangles/ Maths Week (Dec/Xmas fair) National Poetry Day 5th October Mastery at Home maths project (Au 2) Maths on Toast parent workshop	<b>Events:</b> Safer Internet Day 6 Feb World Book Day 7 March British science week 8-17 March Maths on Toast parent workshop	<b>Events:</b> Maths on Toast parent workshop
<b>EXPERIENCES</b> : Local walk: Autumn Season Museum of Home	Local walk: Spring Season	Local walk: Summer Season Farm trip
<b>RHYTHMNS OF THE YEAR:</b> New beginnings / transition Seasonal change: Autumn/Winter Harvest Festivals: Bonfire night/ Christmas/Diwali	Seasonal change: Spring Festivals: Eid/ Easter	Seasonal change: Summer Festivals: Eid Transition and moving on
<b>Writing opportunities:</b> Family trees – labelling Annotating cooking photos/ ingredients Animal body parts – labels Instructions for new child to class	Labels for plants in garden Fact files about bees. Annotating pictures of Ghana	Anti-racist posters Letter to Pm/HT re environment Labelling maps
<b>Maths: (White Rose)</b> Match sort compare Measure and pattern It's me 123 Circle and triangles 12345 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 678 Length, height and time Building 9 and 10 3D shape	20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections
<b>The Natural World</b> Autumn Winter Changing materials – cooking Animals – baby animals/ caring for animals in winter/sealife	Spring Plants Environmental Change- bees	Summer Lifecycles Everyday materials Forces
<b>Expressive Arts and Design</b> Self portraits Colour mixing/ art galleries	Drawing artefacts	
<b>PSED</b> All about me and my family	Internet safety	Growing and changing/ transitions
<b>People, places and communities</b> Shops on my high street Autumn geography fieldwork Maps of familiar places	Mapping the classroom Ghana and China – country studies	Maps of local area/ school
<b>Past and Present</b> Family trees	Homes now and then	Toys now and then
<b>Music: (Sing Up)</b> I've got a grumpy face The Sorcerer's Apprentice Witch Witch Row your boat	Bird Spotting Shake my sillies out Up and down Five fine bumble bees	Down there under the sea It's oh so quiet! Slap clap clap Bow bow Belinda
<b>PE: (PE Planning)</b> Me + Myself Movement Development	Throwing + catching Ball skills	Dance Working with others
<b>RE: (TH Agreed Syllabus)</b> Where do we belong? Which stories are special and why? What times are special and why? (Lessons 1,2,3)	What is special about our world? What times are special and why? (Lessons 4 + 5)	Which people are special and why? Which places are special and why?

## Literature Spine code:

Revisited authors	
Heritage texts/ classics	
Diversity of representation - author or protagonist	
Strong female role model	
Specific social, ethical, moral issues	
Rhythms of the year	
Specific curriculum link	

YR Term 1	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
5/9	FLEXIBLE WEEK: Establish routines/ welcoming activities/ presentation and handwriting practice and expectations				Where do we belong? What makes us special?
11/9	 What Makes Me	EAD	<b>Art:</b> <ul style="list-style-type: none"> <li>Drawing / line</li> <li>Painting</li> </ul>	Self Portraits Talk about themselves and what makes them unique.	What makes Christians feel special to God?
18/9	 My Family + Other Families	UTW: People, Cultures + Communities/ past + present	<b>Geog/RE:</b> <ul style="list-style-type: none"> <li>People + communities- including different religious and cultural communities.</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>Their families</li> </ul>	Talk about/ draw their families. Compare families and talk about similarities and differences. Make a simple family tree	How do Christians know that children are special to God?
25/9	 My Hair	UTW: People, Cultures + Communities	<b>Geog/RE:</b> <ul style="list-style-type: none"> <li>People + communities- including different religious and cultural communities.</li> </ul>	Describe and draw their own hair. Hairdressers role play Hairdressers- what other shops are there in our community?	What groups do we belong to?
2/10	 Luna Loves Art	EAD	<b>Art:</b> <ul style="list-style-type: none"> <li>Painting</li> <li>Colour, pattern, shape, texture</li> <li>Artists/ wider concepts</li> <li>Discussion + evaluation</li> </ul>	Colour mixing Different paint types. Look at a real art gallery online. /Explore what people do in an art gallery. Create own art gallery and invite parents.	How are babies welcomed into the Christian family?
9/10	 FLEXIBLE WEEK: AUTUMN Themed texts and poems	UTW: People, Cultures + Communities	<b>Geography:</b> <ul style="list-style-type: none"> <li>Skills and fieldwork</li> <li>Seasonal change</li> </ul>	Autumn walk to Haggerston Park /churchyard to collect autumn treasures. Use map of area prior to visit to explore area. (DigiMaps/Google) Draw maps of area visited using photos from visit.	How are babies welcomed into the Muslim family?
16/10	 Pumpkin Soup	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Seasonal change</li> <li>Everyday materials</li> </ul>	Autumn song Talk about/ learn about signs of autumn. Cook pumpkin soup- observe changes.	How will you welcome the baby?
23/10	<b>Half Term</b>				
30/10	 The Gingerbread Man	EAD: Creating with materials UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Everyday materials</li> </ul> <b>EAD</b> <ul style="list-style-type: none"> <li>Tools (cutlery)</li> </ul>	Making gingerbread- observing changes in materials through cooking.	What stories are special? What stories are special to you?
6/11	 The Squirrels Who Squabbled	UTW: People, Cultures + Communities	<b>Geography:</b> <ul style="list-style-type: none"> <li>Seasonal change</li> </ul> <b>Science:</b> <ul style="list-style-type: none"> <li>Animals, including humans.</li> </ul>	Find out about how other animals prepare for the winter. What is hibernation? What other animals do we need to care for when winter comes? birds/ make bird seed hangers for the wildlife garden)	What stories are special to Christians?
13/11	 Tiddler	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Animals, including humans</li> </ul>	What animals live in water? Look at body parts – what are they for? Do animals live in other water than oceans? (Rivers/ponds) Label drawings with body parts.	What stories are special to Jewish people?
20/11	 Do Baby Elephants Suck their Trunks?	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Animals, including humans.</li> </ul>	What are baby animals called? How are the same/ different to human animals? Label body parts Match animals to habitats Create habitat small worlds/maps	What stories are special to Muslims?
27/11	 FLEXIBLE WEEK: WINTER Themed texts and poems	UTW: Natural World People, Cultures + Communities	<b>Science + Geography</b> <ul style="list-style-type: none"> <li>Seasonal change</li> </ul>	Winter song Talk about/ learn about signs of winter. Write a class winter poem	What times are special?
4/12	 The Suitcase	UTW: People, Cultures + Communities	<b>Geography:</b> <ul style="list-style-type: none"> <li>Locational Knowledge</li> <li>Skills + fieldwork</li> </ul>	Make a map of our classroom/ outdoor area to help a new child starting in our class/ a new visitor. Write some instructions for helping a new starter – what do they need to know about our class?	Why is Diwali special to Hindus?
11/12	FLEXIBLE WEEK: Festival of triangles/ Maths Week (Dec/Xmas fair)				Why is Christmas special to Christians?
18/12	 The Invisible	FLEXIBLE: Respond to needs and interests			
Christmas break					

YR Term 2	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
8/1	 Anansi and the Golden Pot	UTW: Past + present	<b>History:</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Changes within living memory</li> <li>• Their families</li> </ul>	How was life different for our grandparents? Write questions for grandparents. Ask grandparent to visit school.	<b>What is special about our world?</b> What do we love about nature?
15/1	FLEXIBLE: - Learn more about Ghana- link to Anansi + Golden Pot	UTW People, Culture and Communities :	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Skills + fieldwork</li> </ul>	.What is it like in Ghana? Can we find it on globes/ maps? Add to class map of world How is it different to where we live?	What do you think is special about our world?
22/1	 Shu Lin's Grandpa	UTW: People, Culture and Communities	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Locational knowledge</li> <li>• Place knowledge</li> <li>• Skills + fieldwork</li> </ul>	What is it like in China? Can we find it on globes/ maps? Add to class map of world How is it different to where we live?	What do you think is special about our world?
29/1	 It's a No Money Day	<b>FLEXIBLE WEEK- respond to needs and interests.</b> Include EAD focus on sculpture			What story do Christians tell about the creation of the world?
5/2	 Chicken Clicking	PSED Health and self-care	Taking risks and staying safe	Internet Safety Day Healthy screen time.	How can we tell the Christian story of creation?
12/2	<b>Half Term</b>				
19/2	<b>FLEXIBLE WEEK- focus on changing seasons – Spring/ Signs of spring walk.</b>				What stories do Muslims tell about God's creation?
26/2	 Each Peach Pear Plum	UTW: Past and Present	<b>History:</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Changes within living memory</li> <li>• Enquiry</li> </ul>	Differences between now and long ago. (Peepo by Alan Ahlberg) How familiar things have changed over time. Eg houses/ transport Artefacts from Library service to explore objects from the past and their modern equivalents.	How does Muhammad show Muslims how to behave in the story of Muhammad and the kittens?
4/3	 You Choose Fairy Tales	UTW: Past and Present	<b>History:</b> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Changes within living memory</li> <li>• Enquiry</li> </ul>	Museum of Home visit- homes in the past. Sorting old and new	Is our world 'very good'?
11/3	 Mrs Noah's Garden	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>• Plants</li> </ul>	Link with story of Noah's Ark Plan for garden outdoor area. Plant lifecycles- plant seeds/bulbs etc	<b>What times are special?</b> What happens at Eid and why?
18/3	 Winnie the Pooh Helps the Bees	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>• Plants</li> <li>• Environmental Change</li> </ul>	Bees – how they help us – how to encourage in garden through planting/planting plan. Make Bee Hotels	What can we say about Diwali, Christmas and Eid?
25/3 Easter break					

YR Term 3	SST Text	Focus A of L	Foundational Knowledge Focus	Explicit Teaching	RE
15/4	 Rosa Explores Life Cycles	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Animals including humans.</li> <li>Working scientifically</li> </ul>	Observation of chicks. Animal life cycles	<b>Which people are special and why?</b> Who is special to you and why?
22/4	 Tad	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Animals including humans.</li> <li>Working scientifically</li> </ul>	Animal life cycles	Why are some people special?
29/4	<b>FLEXIBLE WEEK- RESPOND TO NEEDS AND INTERESTS</b>				What story do Sikhs tell about a special person?
6/5	 Martha Maps it Out	UTW: People, Culture and Communities	<b>Geography:</b> <ul style="list-style-type: none"> <li>Location knowledge</li> <li>Place knowledge</li> <li>Skills + Fieldwork</li> </ul>	Reception maps it out- focus on area around school/ local area. Go for local walk. Create a shared map of local area identifying features.	What is a good friend like?
13/5	 William Bee's Things That Go	EAD: Mechanisms UTW: Natural World	<b>DT:</b> <ul style="list-style-type: none"> <li>Tools and fixings</li> <li>Range of Materials</li> <li>Discussion + Evaluation</li> </ul> <b>Science:</b> <ul style="list-style-type: none"> <li>Everyday materials</li> </ul>	Make vehicles/ transport. Junk modelling Construction kits	What can a Christian learn from actions in a story?
20/5	 The Way Back Home	EAD: Mechanisms UTW: Natural World	<b>DT:</b> <ul style="list-style-type: none"> <li>Tools and fixings</li> <li>Range of Materials</li> <li>Discussion + Evaluation</li> </ul> <b>Science:</b> <ul style="list-style-type: none"> <li>Everyday materials</li> </ul> <b>History:</b> <ul style="list-style-type: none"> <li>Significant people</li> <li>Understanding the past through story.</li> </ul>	Design and make props to retell the story with. Small world- how can the boy/Martian get back from the moon?  Tell the story of a real space explorer- Mae Jemison/ Neil Armstrong Tell the story of a real inventor-Stephen Hawking/ Marie Curie (Little People Big Dreams book)	What story shows Jesus being a friend?
27/5	<b>Half Term</b>				
3/6	 Clean Up	UTW: Natural World	<b>Science:</b> <ul style="list-style-type: none"> <li>Environmental change</li> </ul>	How can we look after the world? Write letters to PM – ways we should look after the planet. Write letters to HT- how we should look after our school	<b>Which places are special and why?</b> Where is a special place to me?
10/6	 Bear Shaped	UTW: Natural World Past + Present	<b>Science:</b> <ul style="list-style-type: none"> <li>Forces</li> </ul> <b>History</b> <ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>	Explore toys now and in the past. Visit Childhood Museum Explore how different toys move (pushes and pull)	Where is a special place for Christians?
17/6	<b>FLEXIBLE WEEK- RESPOND TO INTERESTS AND NEEDS</b>				What makes a church so special to Christians?
24/6	 The Story Orchestra	EAD: Being imaginative + Expressive	<b>MUSIC:</b> <ul style="list-style-type: none"> <li>Playing instruments</li> </ul>	Create a class orchestra/ stage. Look at a real orchestra playing- what instruments can you see? Create character sounds/ music for another story.	Where is a holy place for Muslims?
1/7	 Standing up to Racism	UTW: People, communities and cultures	<b>Geog/RE:</b> <ul style="list-style-type: none"> <li>People + communities- including different religious and cultural communities.</li> </ul>	Make posters to promote kindness. Write some rules for being a kind friend.	What makes a mosque a holy place for Muslims?
8/7	<b>FLEXIBLE WEEK/TRANSITIONS</b>				Church and mosque- what is similar and different?
15/7	<b>FLEXIBLE WEEK</b>				
23/7 Summer break					

