



The Woodlands Primary Reception Annual Plan 2023-2024



<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Autumn 1 Marvellous Me!	Autumn 2 Let's Celebrate	Spring 1 Terrific Tales
Communication and Language	<p><u>Welcome to Reception</u> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! Feeling stories Model talk routines through the day. Beginning conversations Introduce Poetry basket Rhymes</p>	<p><u>Tell me why!</u> Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><u>Tell me a story!</u> Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary throughout the day.</p>
Physical Development	<p>Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Cooperation games i.e. parachute games. Climbing – outdoor equipment Introduction to PE Unit 1 Physical: moving safely, running, jumping, throwing, catching, following a path Social: sharing, leadership Emotional: perseverance, confidence Thinking: decision making, selecting and applying actions Dance Unit 1 Physical: travelling, copying and performing actions, coordination Social: respect, cooperating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions</p>	<p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Cutting with scissors Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Pen disco developing writing patterns and control Teach and model correct letter formation. Introduction to PE Unit 2 Physical: moving safely, running, jumping, throwing, catching, rolling Social: sharing and taking turns, encouraging and supporting others, responsibility Emotional: honesty and fair play, confidence, perseverance Thinking: decision making, understanding and using rules. Dance Unit 2 Physical: travelling, copying and performing actions, balance, coordination Social: respect, cooperating with others Emotional: working independently, confidence Thinking: counting, observing and providing feedback, selecting and applying actions.</p>	<p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Pen disco developing writing patterns and control Holding Small Items / Button Clothing / Cutting with control Fundamentals Unit 1 Physical: balancing, running, jumping, changing direction, hopping, travelling Social: working safely, responsibility, helping others Emotional: honesty, challenging myself, determination Thinking: decision making, selecting and applying actions, using tactics Gymnastics Unit 1 Physical: shapes, balances, jumps, rocking, rolling, travelling Social: taking turns, co-operation, communication Emotional: confidence, determination Thinking: selecting and applying skills, creating sequences</p>

<p>Personal, Social and Emotional Development</p>	<p>Being Me See themselves as a valuable individual. Begin to recognise their own feelings Begin to understand why it is good to be kind Class Rule Rules and Routines Supporting children to build relationships Begin to understand what it means to be responsible.</p>	<p>Celebrating Differences Identify something I am good at and understand everyone's good at different things. Understand that being different makes us all special. Know we are all different but the same in some ways Why I think my home is special to me How to be a kind friend Know which words to use to stand up for myself when someone says or does something unkind</p>	<p>Dreams and Goals Understand that if I persevere I can tackle challenges Tell you about a time I didn't give up until I achieved my goal Set a goal and work towards it Use kind words to encourage people Understand the link between what I learn now and the job I might like to do when I'm older Say how I feel when I achieve a goal and know what it means to feel proud</p>
<p>Literacy</p>	<p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Listen to children read aloud, Understand the key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. Initial sounds and small words. Name writing Poetry Basket Rhymes Chop Chop/Wise owl/ /Apples falling/Apples in the basket/leaves are falling/breezy weather Helicopter Stories Stage 1 Introduce Story Acting Drawing club: Harry and the dinosaurs go to school Ruby's worries Owl babies The tiger who came for tea Not Now Bernard Little Rabbit Foo Foo Mr Benn Zookeeper (animation)</p>	<p>Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting exception words Retell stories related to events through acting/role play. Retelling stories using images / apps. Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Facts about different ways events are celebrated. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letters– sound correspondences. Poetry Basket Rhymes Pointy Hat/5 little pumpkins/who has seen the wind/mice/shoes. Cup of tea Drawing club: The Best Diwali Kipper's Birthday Kitchen Disco The night before Hanukkah? Long ago in Bethlehem Hurry Santa The Nativity</p>	<p>Blend sounds to read small words Begin to read phases Spotting digraphs in words Begin to recognise letter groups Read common expectation words Retelling stories Retelling stories. Developing imagination to make or change stories using Drawing club– Use story language when acting Enjoys an increasing range of books Encourage children to record stories through picture drawing/mark making Break the flow of speech into words Writing words by identifying the sounds Begin to write phrases giving meaning to the marks they make. Poetry Basket Rhymes Let's put on mittens/I can build a snowman/carrot nose/furry furry squirrel/A little house Drawing club: Jack Frost A Dark Dark Tale The Magic Porridge Pot Willow the Wisp (animation) The Chinese New Year Story Sleeping Beauty Trap Door (animation)</p>
<p>Daily phonics Bug Club</p>	<p>Phase 1 reinforcement Rhythm and rhyme. Alliteration. Voice sounds. Oral blending and segmenting Phase 2</p>	<p>Phase 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.</p>	<p>Phase 3: j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>

	s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss.		
Mathematics	<p>Week 1-4-Getting to know you baseline assessment, counting rhymes, daily routines and prepositions</p> <p>Matching and Sorting</p> <p>Comparing size, mass, amounts, capacity</p> <p>Exploring patterns</p> <p>Representing 1,2,3</p>	<p>Composition of 1,2,3</p> <p>Comparing 1,2,3</p> <p>Circles and triangles Positional Language</p> <p>Representing numbers to 5</p> <p>Composition of 4,5</p> <p>Shapes with 4 sides/Time</p> <p>Winter Activity week consolidating skills</p>	<p>Winter Activity week consolidating skills</p> <p>Introducing 0</p> <p>Comparison to 5</p> <p>Composition to 5</p> <p>Comparing mass (2)</p> <p>Compare capacity 6,7,8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p>Length and Height</p> <p>Time</p>
Understanding the World	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>discussion regarding their experience of past family events</p> <p>Autumn Walk looking for seasonal and describing</p> <p>Making a Leaf Labyrinth and Pumpkin soup</p> <p>Deciduous and evergreen plants</p> <p>Nocturnal animals</p>	<p>Exploring different celebrations across cultures through stories and non-fiction e.g. Diwali, Hanukkah</p> <p>Use world maps to show children where some stories are based.</p> <p>Recalling past birthday and family celebrations</p> <p>What they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Visit/explore places of worship and places of local importance to the community.</p>	<p>Famous traditional tales from the past</p> <p>Explore Kings, queens and the royal family and castles through traditional tales</p> <p>Chinese new Year story and explore the celebration</p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Talk about occupations, villains and heroes</p> <p>Listening to stories and placing events in chronological order.</p> <p>Winter Walk looking for seasonal and describing</p> <p>Explore changes to trees through the seasons</p> <p>Explore cold environments Let's make an igloo</p>
Expressive Arts and Design	<p>Learning to use resources in continuous provision</p> <p>Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p>	<p>Sing songs- number songs</p> <p>sing in a group or own their own</p> <p>Continues to explore colour and how colours can be changed</p> <p>Using lines to enclose a space</p> <p>Firework shape and patterns Rangoli patterns</p> <p>Use various construction materials</p> <p>Use shape to represent objects</p>	<p>Chinese writing, Chinese music and composition</p> <p>Chinese artists</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue to make turrets for a castle.</p> <p>Explore different sounds and instruments -Colours for a purpose Use different songs/dances</p>

	<p>Self-portraits, junk modelling, taking pictures of children's creations and recording them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Engage in imaginative role play</p> <p>making music in a range of different ways</p>	<p>Create simple representations of events, people and objects -Introduce a storyline/narrative to their play –</p> <p>Play cooperatively as part of a group to develop and act out a narrative</p>
--	--	---	---

<i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Spring 2 Come outside	Summer 1 Transforming	Summer 2 Adventures
Communication and Language	<p><u>Talk it through!</u></p> <p>Describe events in detail – time connectives</p> <p>Discovering Passions</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?"</p> <p>Sustained focus when listening to a story</p> <p>Use new vocabulary throughout the day.</p>	<p><u>What happened?</u></p> <p>Settling in activities</p> <p>Discovering Passions</p> <p>Describing events</p> <p>Re-read some books so children learn the language necessary to talk about what is happening in each illustration or event and relate it to their own lives</p>	<p><u>Time to share!</u></p> <p>Discovering Passions</p> <p>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
Physical Development	<p>Hold pencil effectively with comfortable grip</p> <p>Form recognisable letters most correctly formed</p> <p>Draw pictures that are recognisable</p>	<p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Start to cut along a curved line, like a circle</p>	<p>Form letters correctly</p> <p>Copy shapes</p> <p>Games unit 2</p>

	<p>Cut along a straight line with scissors</p> <p>Fundamentals Unit 2 Physical: hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running Social: working safely, responsibility, working with others Emotional: managing emotions, challenging myself Thinking: selecting and applying actions</p> <p>Gymnastics Unit 2 Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: leadership, taking turns, helping others Emotional: determination Thinking: selecting and applying skills, creating sequences</p>	<p>Draw a cross</p> <p>Games Unit 1 Physical: running, balancing, changing direction, striking a ball, throwing Social: communication, co-operation, taking turns, supporting and encouraging others Emotional: honesty and fair play, managing emotions Thinking: using tactics, decision making</p> <p>Ball Skills Unit 1 Physical: rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation, supporting others Emotional: honesty, perseverance Thinking: using tactics, decision making</p>	<p>Physical: running, changing direction, striking a ball Social: communication, co-operation, taking turns, respect, supporting and encouraging others Emotional: honesty, managing emotions, perseverance Thinking: using tactics</p> <p>Ball Skills Unit 2 Physical: rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: co-operation, sharing and taking turns Emotional: determination Thinking: using tactics, decision making</p>
Personal, Social and Emotional Development	<p>Healthy Me Understand that I need to exercise to keep my body healthy Understand how moving and resting are good for my body Know which foods are healthy and not so healthy and can make healthy eating choices Know how to help myself go to sleep and understand why sleep is good for me Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>Relationships Identify some of the jobs I do in my family and how I feel like I belong Know how to make friends to stop myself from feeling lonely Think of ways to solve problems and stay friends Start to understand the impact of unkind words Use Calm Me time to manage my feelings Know how to be a good friend</p>	<p>Changing Me Name parts of the body Tell you some things I can do and foods I can eat to be healthy Understand that we all grow from babies to adults Express how I feel about moving to Year 1 Talk about my worries and/or the things I am looking forward to about being in Year 1 Share my memories of the best bits of this year in Reception</p>
Literacy	<p>Read small words, common exception words and phrases. Recognise some familiar words Information leaflets about animals in the garden/plants and growing. Timeline of how plants grow. Begin to break the flow of speech into words. Writing words identifying the sounds using phonic knowledge and writing in the correct sequence and phrases giving meaning to the marks they make. Reading what they have written</p> <p>Poetry Basket Rhymes hungry birdies/Popcorn/Pancakes/stepping stones/spring wind/a seed</p> <p>Helicopter Stories Stage 4 Objects & Props</p>	<p>Begin to read simple sentences with fluency. Begin to read CVCC and CCVC words confidently. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Explain the main events of a story - Break the flow of speech into words. Writing words and simple sentences identifying the sounds using phonic knowledge and writing in the correct sequence Reading what they have written</p> <p>Poetry Basket Rhymes Pitter patter/Five little peas/I have a little frog/Dance/Under a story</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Stories from other cultures and traditions Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Break the flow of speech into words. Writing words and sentences identifying the sounds using phonic knowledge and writing in the correct sequence Reading what they have written</p> <p>Poetry Basket Rhymes If I was so very small/A little shell/Monkey babies/Five little Owls/The fox/Sliced Bread</p>
Daily phonics Bug Club	<p>Phase 3: j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p>	<p>Phase 3: j, v, w, x, y, z, zz, qu. Consonant digraphs: ch, sh, th, ng. Vowel digraphs and trigraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p> <p>Phase 4</p>	<p>Phase 4 CCVC CVCC words reinforcing phase 3</p>

		CCVC CVCC words reinforcing phase 3	
Mathematics	9 and 10 Comparing numbers to 10 3D shapes Composition Subitising Comparison Counting on and Back Matching Numeral Recognition Ordering	Building Numbers beyond 10 Counting patterns beyond 10 Spatial Reasoning Adding More Taking Away	Spatial Reasoning Doubling Sharing and Grouping Even and Odd Deepening understanding problem solving Patterns and Relationships, Spatial Reasoning
Understanding the World	Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Build a boat Is this a good boat? Look for children incorporating their understanding of the seasons and weather in their play. Sports coaches visit - Explore female sport scientists	Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. What can we do here to take care of animals in different countries? Compare animals from a different country to those on a farm. Explore a range of animals. Learn their names and label their body parts. Could include a trip to local farm Animal life cycles Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Planting seeds and describing the changes plant life cycles After close observation, draw pictures of the natural world, including animals and plants Make a body Look how we grow	Talk about where we live and what we like about where we live. Find and name our country on a map. Map their journey to school Journeys Seaside Tangrams Use Stories to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce children to significant figures who have been explorers
Expressive Arts and Design	Manipulate materials Use tools and appropriate resources Make different textures found in the outdoor environment make patterns using different colours Collage-plants Pastel drawings, printing, patterns Watercolor painting Mother's Day crafts Easter crafts	Sing songs, make music and dance Minibeast/animal songs, musical instruments to make bug music. Safely use and explore a variety of materials, tools and techniques- Making minibeast masks, Represent their ideas and thoughts through music, dance and role play Wormery role play, Beehive role play, Explore ways to protect the growing of plants by designing bird deterrents	Sing songs and make music Musical instruments to mimic the sound of different modes of transport, sing transport songs Clay - huts

	Provide a wide range of props for play which encourage imagination.	Life cycles, Flowers-Sun flowers Artwork themed around Eric Carle	
--	---	--	--