Our Reception Learning Journey

Our umbrella topics allow children to develop key knowledge, skills and vocabulary. All topics have well thought out key texts which ensure progression of story language, sequencing skills and understanding of the key elements of stories. Children have the freedom within these topics to explore themes and lines of enquiry that interest them in greater depth, of which Knowledge Organisers will highlight key vocabulary and knowledge that the children will learn. Our children are supported to learn through meaningful play, a language rich environment and engaging experiences and interactions with others, developing positive character traits. We are passionate about supporting individual children on their own learning journey, appreciating that children have their own unique needs. We therefore ensure that alongside a progressive curriculum, the environment and learning will be personalised for all children throughout the year. The children will develop a love of learning and the skills they need to be confident and curious learners, full of ambition for their own future.
The progression of learning is a combination of; Development Matters, key skills specific to our children's needs and our own school's vision for our children.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Umbrella Topic	**All about me**	**Let's Celebrate!**	**I am a superhero**	**Let's Grow**	**Once upon a time…**	**Let's go on a journey**
Possible Themes/ Line of enquiries	Family, friends, school, community.	Autumn , Farm.	Superpowers, Healthy eating, Mini beasts,	Spring, Plants and flowers, animal lifecycles,	Knights and Castles,	Transport, travel, seaside, Summer
Celebrations		Harvest, Halloween, Christmas, Autumn, Diwali	Winter, Valentines Chinese New Year	Mother's Day Easter, Ramadan.	St Georges Day	Father's Day
Possible Experiences	Walk around local area	Farm visit Church visit for Harvest/ Christmas Nativity Performance	Love Assembly	STEM Gibside		Seaside trip Graduation
Key texts	Owl Babies Text linking to class animal. The Colour Monster	Rosie's Walk The Christmas Story	Supertato Superworm	Farmer Duck Gruffalo	The Princess and The Frog. Cinderella	Mr Gumpy's Outing The Fish Who Could Wish.
	Non- fiction books will be used alongside all key themes. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Rhymes and poems.	Recapping N focus rhymes.	Fireworks Poetry				

Our Reception Learning Journey

		Twinkle twinkle Christmas lights				
Curriculum Goals						
CARE- I care for others and myself	I will make new friends. I will learn the daily routine I will explore my class and learn the areas and resources I can use. I will help to make our class rules to keep us all happy and safe. I will visit places in the community.		I will take part in physical challenges. I will learn about the things that keep my body healthy. I will get changed independently for PE. I will learn to look after plants/ living things. I will discuss what makes us healthy. I explore healthy foods and learn what they are called.		I will talk about the impact of my actions/ others actions on other people's feelings. I will talk about my hopes and dreams for the future.	
	• *See themselves as a valuable individual.* • *Build constructive and respectful relationships.* • ***Work and play cooperatively and take turns with others*** • *Express their feelings and consider the feelings of others.* • *Think about the perspectives of others.*		• *Show resilience and perseverance in the face of challenge.* • ***Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*** • ***Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.*** • *Express their feelings and consider the feelings of others.* • *Think about the perspectives of others.* •		• ***Explain the reasons for rules, know right from wrong and try to behave accordingly.*** ***Set and work towards simple goals,***	
TALK I am a storyteller I can engage in conversations.	I will explore the front cover of a book and learn the vocabulary-title, author and illustrator. I will discuss main characters and settings of stories. I will be supported and encouraged to ask questions about stories. I will learn the beginning of Owl Babies word perfectly using a story map. I will learn a story word perfectly using a story map and actions. I will explore changing the main characters and settings in a story. I will sequence our visit to the pantomime I will write a card insert.		I will learn about the structure of a story. I will explore characters through 'hot seating'. I will create my very own superhero story, thinking of characters, setting and main events (story map). I will write instructions. I will write a fact sheet.		I will describe characters. I will write a character description. I will create and write a story with a beginning, middle and end.	

Our Reception Learning Journey

	I can talk about stories. *I can recall main events from known stories.* *I engage in story times.* *Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.* *Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.* *Ask questions to find out more and to check they understand what has been said to them* ***Grammar** I can use first person present tense correctly in my talk. I can begin to conjugate irregular verbs:* • *See* • *Eat* • *Go*	*Ask questions to find out more and to check they understand what has been said to them* ***Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary*** ***Grammar** I can begin to conjugate irregular verbs:* • *Say* • *Take* • *Come*	*I can use story language and new vocabulary.* ***Make comments about what they have heard and ask questions to clarify their understanding.*** ***Grammar** I can conjugate irregular verbs:* • *See* • *Eat* • *Go* • *Say* • *Take* • *Come*
	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		
Vocabulary development is embedded within in all areas.	**I learn and use new vocabulary**		
READ I can read sentences **WRITE** I can write sentences	Phase 1/ set 1 I will orally blend with visual support I will hear and say the initial sounds in words. I will form some known sounds.	Set 1/2 I will blend to read cvc words. I will segment the sounds in words. I will write CVC words. I will be exposed to capital letters and full stops in writing.	Set 2/3 I will read and understand simple sentences I will write simple sentences and captions. I will recognise and use 10 digraphs I will be exposed to 'and' and expanded noun phrases in writing. I will discuss nouns and verbs as part of our learning.
	I will work on my movement skills.	I will learn how to use the large apparatus safely.	I will practise throwing skills.

Our Reception Learning Journey

MOVE I can my body move with confidence	I will learn how to play a range of chasing and movement games. I will explore moving like different animals.		I will work on using different body parts to balance,		I wll learn to use my feet to control the movement of balls. I will learn how to play ball games.	
	I will have daily access to a big outdoor space to work on my running and special awareness. I will access climbing equipment. I will work on balance using balance boards and stilts. I will be supported to indepependently change my footwear and put on aprons/ waterproofs.					
	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing		*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.* *Confidently and safely use a range of large and small apparatus*		*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.* *Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*	
	I will explore mark making using a range of tools. I will engage in scrimble and dough disco time. I wll use a pincer gri p. I can use scissort to snip.		I will begin to form letters. I can use one handed tool. I can use a knife and fork independently.		I will use writing tools with confidence. I will form most letters correcty	
	I will use a range of resource to work on my fine motor skills. I will have daily access to a busy fingers area. I will use cutlery to eat my lunch					
COUNT I can recognise, use and understand numbers to 10.	WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me! Matching, Sorting & Comparing Numbers 1, 2, 3,4,5 Subitising Money Time Shape	WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation Numbers 4, 5, ,6,7,8 Money Time Shape Subitising Early doubling	WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling Subitising	WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Halving Doubling Sharing Subitising	WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing and subitising.	WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing and subitising.
EXPLORE	**Past and Present** I will talk about myself and my family.	Birthdays- exploring what this means (I am one year older)- what might have changed?	New Year- I will talk about what a year is. What things have happened in the past	I will explore changes to me as I have grown, looking at my baby pictures.	I will compare my life to that of characters in the past- clothes, homes, technology.	**I will talk about my hopes and dreams for the future.**

Our Reception Learning Journey

I can investigate the world around me with curiosity and fascination. I can predict, compare and describe.	I will share news at whole class time and use vocabulary of the past.	I will talk about the difference I can see in the lives of people in The Christmas story. I will explore that this happened a long time ago. Share past experiences of Christmas- Last Christmas I…	year? What do I want to happen in the next year?	The Easter story- I will make links to The Christmas story and talk about changes.		
	People and communities I will identify and talk about similarities and differences between different families. I will talk about my local area. I will draw a simple map of my class. I will learn vocabulary- map, local, address.	I will celebrate Halloween with my friends. I will learn some facts about Diwali and Guy Fawkes. I will compare different celebrations. I will make a poppy for Remembrance Day. And know that it is a symbol. I will describe the role of a farmer. I will recall The Christmas Story	I will celebrate Chinese New Year and talk about the similarities and differences of how I celebrate the new year.	I will celebrate Easter and Ramadon and compare these celebrations		I will go on a magic carpet ride to different countries. I will explore differences in lifestyles of people who live in different countries. I will look at transport of people who help us.
	The Natural World I will learn the word- nocturnal/ diurnal. I will sort animals by their habitat (jungle/ woodland/ sea) I can name and describe vegetables. I will learn about Harvest and the role of a farmer.	I will talk about the weather and changes in the environment in autumn. I will name farm animals and where they live on the farm- sty/ coop/ barn/ stable.	I will explore ice and investigate how I can turn it into water- Superhero challenge to free the toys trapped in ice. I will explore making Superhero signs with shadows. I will discuss what makes us healthy. I explore healthy foods and learn what they are called.	I will talk about the changes I see in Spring and compare them to Autumn/winter. I will name the features of a flower. I will learn about the life cycle of an animal.	I will explore the features of a castle.	I will make a map of a journey I have made. I will explore transport that is used in sea/ land and air I will learn the features of a form transport that interests me.
	• *Talk about members of their immediate*	• *Recognise that people have different beliefs and*	• *Understand the effect of changing seasons on the*	*Understand the effect of changing seasons on the*	• *Comment on images of familiar situations in the past.*	• *Draw information from a simple map.*

Our Reception Learning Journey

	family and community. • *Name and describe people who are familiar to them.* • *Draw information from a simple map.*	*celebrate special times in different ways.* • *Explore the natural world around them.* • ***Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*** • *Compare and contrast characters from stories, including figures from the past.*	*natural world around them.* • ***Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter*** • *Compare and contrast characters from stories, including figures from the past.*	*natural world around them.* • ***Explore the natural world around them, making observations and drawing pictures of animals and plants.*** • *Recognise that people have different beliefs and celebrate special times in different ways.*	• *Compare and contrast characters from stories, including figures from the past.* • ***Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*** • ***Understand the past through settings, characters and events encountered in books read in class and storytelling.***	• *Recognise some environments that are different to the one in which they live.* • *Recognise some similarities and differences between life in this country and life in other countries.*
	ICT I can use the whiteboard to complete simple programs independently		I will use i-pads to complete a simple program		I will control Beebots/ remote control cars. (ICT)	
PERFORM I can share my creations and perform in front of others.	I will draw a self portrait. I will combine different media to create celebration cards. I will be given a range of opportunities to practise my cutting skills. I will learn how to make a model, exploring how to attach media together. I will learn about different instruments and explore the sounds they make. I will learn new songs.		I will make an observational drawing of a flower. I will design and draw my own superhero. I will explore tempo and dynamics. I will learn new songs. I will use small paint brushes to create more detailed paintings.		I will design and make a form of transport. I will listen to a range of music. I will learn a dance routine I will learn new songs. I will draw myself with increased detail, including my body.	
	Role play- Environment of class animal (jungle/ forest) House		Role play- Artic Superhero HQ Magic Garden		Role Play Airport/ bus/ train station Picnic Under the sea	

Our Reception Learning Journey

	Christmas workshop/ house/ north pole/ post office		
	I can draw a face with increased detail- ears, teeth, hair I can play to a beat with instruments. I engage in co-operative role play. I can name some percussion instruments.	I act out known stories with others. I can draw representations of people and objects with increased detail- person with a body, arms and legs. I can design and make model. I can sing a range of songs. I can change the tempo and dynamics when playing an instrument.	I can create narratives to act out stories with others. I can share my ideas and adapt my work. I can change the tempo and dynamics when playing an instrument. I can talk about the music I listen to (feelings)
Character	**Each term there will be a whole school character trait focus that is decided based on the needs of the children. Links to Character traits and British Values will be made within daily learning.** **Characteristics of Effective Learning** • playing and exploring - children investigate and experience things, and 'have a go', • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements, • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.		
British Values	**Mutual respect** **We are all unique.** **We respect differences between different people and their beliefs in our community, in this country and all around the world.** **All cultures are learned respected, and celebrated.** **Rule of law** **We all know that we have rules at school that we must follow.** **We know who to talk to if we do not feel safe.** **We know right from wrong.**	**Mutual Tolerance** **Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.** **Mutual tolerance of those with different faiths and beliefs and for those without faith.** **Done through celebrations**	**Mutual respect** **We are all unique.** **We respect differences between different people and their beliefs in our community, in this country and all around the world.** **All cultures are learned respected, and celebrated.**
	Individual liberty **We all have the right to have our own views.** **We are all respected as individuals.** **We feel safe to have a go at new activities.** **We understand and celebrate the fact that everyone is different.**	**Democracy** **We all have the right to be listened to.** **We respect everyone and we value their different ideas and opinions.** **We have the opportunity to play with who we want to play with.** **We listen with intrigue and value and respect the opinions of others.**	

Our Reception Learning Journey

	We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules					