


Chorlton Park Primary School
Reception Planning
2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Empathy	Resilience	Responsibility	Kindness	Fairness
Golden Thread	Civilization and settlement	Environment	Civilization and settlement Diversity	Environmental Impact and sustainability	Civilization and settlement	Travel Environment
Rights	<u>Article 15:</u> You have the right to choose your own friends and join in or set up groups. <u>Article 28:</u> You have the right to a good education.	<u>Article 8:</u> You have the right to an identity. <u>Article 19:</u> you have the right to be protected from being hurt and mistreated in body or mind.	<u>Article 12:</u> you have the right to give your opinions and for adults to listen and take it seriously.	<u>Article 27:</u> You have the right to food, clothing, a safe place to live and have your basic needs met. <u>Article 29:</u> Your education should help you use your talent and abilities.	<u>Article 37:</u> No one is allowed to punish you in a cruel and harmful way.	<u>Article 14:</u> You have the right to choose your own religion and beliefs. <u>Article 30:</u> You have the right to practice your own religion.
Lead Subject	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
Main Theme (But not limited to....)	Children will talk and describe their own family history and compare them with others. They will understand who is older and who is younger than them	Children will discuss the similarities and differences between Chorlton Park and other schools e.g. schools in different places in England and in other countries Children will be able to follow a simple map of the classroom.	Children will look at how transport has changed over time. Children to use information books to find facts and comment on different ways of travelling. Use parents/grandparent's knowledge to extend children's experience of the world.	Children will investigate their local area and follow a map to a special place in the community. Children will describe how the local area is important and how to look after it.	Children will learn about castles, we will look at how they were in the past and what they look like now. We will consider the different rooms that are in a castle and the people who lived/worked there.	Children will compare animals across the world. They will investigate different animals from the land and the sea. We will use fact books to learn about the different animals.
BQ	Is everyone's family the same?	What makes our School special?	How did people travel?	What would you find outside?	Who would you find in a castle?	Why wouldn't you find a Penguin in Chorlton?
Books	<i>Colour Monster goes to school</i> <i>So much</i> <i>We are family</i> End of the Day story Books <i>Lulu Nanas visit Anna McQuinn</i> <i>There's going to be a baby- John Burningham</i> <i>Double Trouble for Anna Hibiscus</i> <i>Last stop on Market Street</i>	<i>Everywhere bear</i> <i>Our class is a family</i> <i>Martha Maps it out</i> End of the Day story Books <i>Dental Hygiene books</i> <i>Little People Big Dreams</i> <i>Maria Montessori</i> <i>Ticket Around the world</i> <i>Ruby's Worry</i> <i>Poetry – Shirley Hughes</i>	<i>You can't take an elephant on a bus</i> <i>A journey through Transport</i> <i>Rosie Revere Engineer</i> <i>Around the world in 80 ways</i> End of the Day story Books <i>Little people big dreams Amelia Earhart and Lewis Hamilton</i> <i>– Little People Big Dreams</i> <i>Oi get off our train</i> <i>Mr Gumpy's Motor Car</i> <i>Steam train, dream Train</i> <i>Poetry – Julia Donaldson</i>	<i>There's a Tiger in the Garden</i> <i>Betsy Buglove saves the bees</i> <i>Bee information text</i> <i>Growing poems(1)</i> End Of the Day Story Books <i>Non Fiction Texts</i> <i>Let's go outside</i> <i>The Perfect Shelter</i> <i>Let's go for a walk</i> <i>The Leaf thief</i> <i>In every house on every street</i> <i>The oak tree</i> <i>Seasons</i> <i>Poetry (Poems out loud)</i>	<i>The knight who wouldn't fight</i> <i>Winnie and Wilbur:The Naughty knight</i> <i>The Castle the King built</i> End Of the Day Story Books <i>Dental Hygiene book</i> <i>Jack and the Beanstalk</i> <i>Jim and the Beanstalk</i> <i>Poetry (My Village – Rhymes from Around the world)</i>	<i>Tiddler</i> <i>Non-fiction- book of the big blue</i> <i>The Storm Whale</i> <i>Poems about bumper</i> End Of the Day Story Books <i>Little People Big Dreams</i> <i>David Attenborough</i> <i>Dental Hygiene book</i> <i>The Ugly Duckling</i> <i>Poetry – Green and blue planet</i>
Experiences What do we want for our children (Specific to children at CPPS)	<ul style="list-style-type: none"> Family photos Baby photographs Toddler photographs Family members talking to the children about 	<ul style="list-style-type: none"> Autumn walk- 2nd week back Flight experience to a different country 	<ul style="list-style-type: none"> Creating of different models of transport (Creative area) Transport Museum? 	<ul style="list-style-type: none"> Allotment Planting afternoon Spring Walk Michael to do bee talk Visit Mosque 	<ul style="list-style-type: none"> Dinosaur workshop day Family Picnic at the end of the day 	<ul style="list-style-type: none"> Blue planet Go on a nature walk around the local community Visit from a vet

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	<p>when they were a child (different generations).</p> <ul style="list-style-type: none"> Creating a timeline based on your teachers life 	<ul style="list-style-type: none"> Come dressed up as a different country 				<ul style="list-style-type: none"> Year group assembly Afternoon Tea for Fathers Day
Experiences (Throughout the year)	<p style="text-align: center;">Cooking experience (Focus on healthy eating, cooking with fruits and vegetables)</p> <p style="text-align: center;">Teach Yoga</p> <p style="text-align: center;">Each class to send home a bear with a different child each week</p> <p style="text-align: center;">Outings in the community e.g. Allotment (Build up links)</p> <p style="text-align: center;">Teach children how to play games so they can play them independently (To develop social and language skills)</p> <p style="text-align: center;">Using ICT for a purpose</p> <p style="text-align: center;">Awareness of being environmentally friendly (Compost bins, recycling)</p>					
<p>Understanding the World (Science)</p> <p>Continuous Provision Opportunities Mud kitchen Growing flowers/ plants/ vegetables Weather boxes Recycling Compost Buy children's cameras for them to take pictures throughout the day.</p>	<p>Season display- autumn leaves, conkers etc</p> <p>Use of natural resources in CP where possible e.g. sticks for length, real grass / flowers in small world</p> <p>Autumn changes</p> <p>Experiments Exploring cornflour</p> <p>Autumn walk in the park Children to take photographs of signs of autumn.</p> <p>Encourage children to take clipboards out and draw</p>	<p>Dec- Season display– snowflakes, winter animals.</p> <p>Cooking: Create a biscuit from your country</p> <p>1st Park visit. Take photo next to a chosen tree.</p> <p>Experiments Spider web hunting Black paper under the web to catch it. Real pumpkins in CP Fireworks in frost with food dye.</p> <p>Christmas Show</p>	<p>March- Season display- books about plants and baby animals</p> <p>Experiments Making a sun, bubbling Mars. Ice planets – food dye in water balloon. Rocket making and launching.</p>	<p>Season display- green flowers.</p> <p>Experiments Cress heads Growing experiment-Where is the best environment to grow plants? (Inside and outside) Talking kindly to plants theory- Apple experiment</p> <p>Life cycle of a plant/ vegetable</p> <p>Health food tasting Litter picking Planting in flower beds Growing cress heads with cups and cotton wool Check list signs of spring and doing observational drawings. Vegetable cutting</p>	<p>2nd Park visit. Photo next to a chosen tree.</p> <p>Animals and humans Which animals eat meat? Which animals eat plants?</p> <p>Experiments Volcano experiment Observing-Dinosaur egg hatch Frozen dinosaur eggs Salt dough Fossils</p> <p>Waste week – Recycling and litter free environment (Stories about looking after our planet- The Life of a plastic bottle)</p> <p>What materials are there and can they be recycled?</p>	<p>Final Park visit. Photo next to a chosen tree.</p> <p>Experiments Measuring the sunlight in sea. Floating & sinking Put rubbish in the water tray- what happens to the animals Sand snorkel detectives (Tweezers and sieves to get animals out) Bubble blowing (Water bowls, bubble mixtures)</p> <p>Comparing sea animals and their habitats (sunlit zone, twilight zone, midnight zone, Abyss, hadal zone)</p> <p>Sea pollution</p> <p>Measuring sunlight- Different colours of water- looking at depth of the water</p>
Understanding the World (History)	<p>Comparing family units Look at their family and who is in in. We will make a timeline from baby-toddler-teenager-adult-elderly Old Photographs of their family Age app – take a photograph – change to when they are older</p>	<p>Image of Nursery and Reception building in 1959. Compare pictures from past and present.</p>	<p>Read Influential people books during story time</p> <p>Different modes of transport from the past</p> <p>Images of the modes of transport</p> <p>How transport has changed over time</p>		<p>Castles now vs in the past (look at older images)</p> <p>Roles within the castle (women didn't live there unless they worked there)</p> <p>Different tools they use to build a castle</p> <p>Different clothes they would have worn in those times</p>	

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Understanding the World (Geography)	Focus on children drawing story maps- look at what nursery do and extend. Map where families are from on class map	Show children a simple map of the classroom. Consider what school is like in different countries		Draw simple map showing how to get from inside to an area in the outside garden. Look at the local area Trip to local allotment		Show children a map of the World Food from around the world Use google earth to look at the school
Understanding the World (RE/ Celebrations)	Rosh Hashanah Invite visitors to talk about celebrations and faith	Christmas Bonfire Night Diwali Nativity	Chinese New Year	Easter Holi	Eid Visitor from local Mosque for Eid	End of year reflection
Expressive Arts and Design	Artist to teach about Vincent Van Gogh Self portraits for books Skill: Explore colour mixing Autumn: Georgia O'Keefe	Artist to teach about Paul Klee Andy Goldsworthy-Land Art Design a Christmas card Skill: Using colour mixing for a purpose Winter: Claude Monet	Self portraits for books Artist to teach about Jackson Pollock Skill: Explore dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipetts and spoons to splat paint. Spring: Vincent Van Gogh	Skill: Shades of colour mixing	Self portraits for books Skill: Use different shades of colour for a purpose. Summer: George Suerat-Sunday Afternoon (Dot painting with Q-Tips)	Artist to teach about Henri Matisse – Repeating patterns
PSHE	Think Equal See planning					
Music Charranga (See planning on system)	Me	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay