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| **Area of Learning** | Autumn 1 | | | | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | | | | Summer 2 | |
| Possible  Themes/Interests/Lines of Enquiry | ALL ABOUT ME AND AUTUMN    All about me – photos  Owl Babies, farmer duck, little red hen, Rosie’s walk etc.  Autumn  Harvest  Family  Growing up – generations | | | | CELEBRATIONS, AUTUMN AND  WINTER    Autumn  Stick Man  Winter  Winter  Arctic  Lost and Found  Snow Bears/Penguins  Bonfire Night  Christmas/Father Christmas story  Christmas around the world | TRADITIONAL TALES    Chinese New Year    Cinderella, 3 little pigs, Goldilocks, little red riding hood, Jack and the bean stalk, The Gingerbread man etc. | PEOPLE WHO HELP US AND WHERE  WE LIVE    Pancake Day  Easter  Lent  Police, firefighters, nurses and doctors, teachers, ambulance etc. Planting/Gardening/Spring | GROWING AND MINI BEASTS    Life cycles – Frogs/butterfly/plants etc    Local Area  Planting/Gardening | | | | SUPERHEROS, TRANSPORT AND  HOLIDAYS    Summer holidays (past and present)  Hot places  Rockpools  Mermaids  Superheroes  Vehicles- past +present | |
| Communication and  Language    (Listening and attention,  understanding and speaking) | Understand how to listen carefully and why listening is important.  Engage in story times.    Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. | | | | Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.    Make comments about what they have heard and ask questions to clarify their understanding.    Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.    Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Describe events in some detail  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.    Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. | Listen to and talk about stories to build familiarity and understanding.  Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.    Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | | | | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  Use new vocabulary in different contexts.    Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | |
| Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.  Use new vocabulary through the day Learn rhymes, poems, and songs. Use new vocabulary | | | | | | | | | | | | | |  |
| Personal, Social and  Emotional  Development | See themselves as a valuable individual.  Build constructive and respectful relationships.  Express their feelings and consider the feelings of others, regulate behaviour accordingly.  Work and play cooperatively and take turns with others Give focused attention to what the teacher says | | | | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.   |  |  | | --- | --- | | Self-Regulation |  | | Managing Self | | Building Relationships | | | Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly    Set and work towards simple goals    Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs   |  |  | | --- | --- | | Self-Regulation |  | | Managing Self | | Building Relationships | | | Think about the perspectives of others.  Manage their own needs.  Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly    Set and work towards simple goals    Confident to try new activities, Explain the reasons for rules  Manage own basic hygiene and personal needs | | | | | Show sensitivity to their own and to others’ needs  Be confident to try new activities and show independence, resilience and  perseverance in thefaces of challenge    Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions         |  |  | | --- | --- | | Self-Regulation |  | | Managing Self | | Building Relationships | | |
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|  | Self-Regulation |  | | |
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| NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year. | | | | | | | | | | | | |

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| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene    Develop fine motor skills- holding pencil correctly, using scissors etc | | | | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Develop fine motor skills- holding pencil correctly, using scissors etc    Gross Motor Skills  Fine Motor Skills | 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.    Develop fine motor skills  Gross Motor Skills  Fine Motor Skills | Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.    Gross Motor Skills  Fine Motor Skills | Combine different movements with ease and fluency    Develop the foundations of a handwriting style which is fast, accurate and efficient.    Gross Motor Skills  Fine Motor Skills | Confidently and safely use a range of large and small apparatus indoors and outside and in a group.  Gross Motor Skills  Fine Motor Skills |
|  | Gross Motor Skills | |  |
| Fine Motor Skills |  |
| 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. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility | | | | | | | | |
| Literacy  Comprehension, word reading, Writing    Phonics | Read individual letters by saying the sounds for them.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.    Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.    Say a sound for each letter in the alphabet    Write recognisable letters, most of which are correctly formed. | | | | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.    Say a sound for each letter in the alphabet    Read words consistent with their phonic knowledge by sound-blending.    Write recognisable letters, most of which are correctly formed. | Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the school’s phonic programme.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.    Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.    Say a sound for each letter in the alphabet and at least 10 digraphs.    Read words consistent with their phonic knowledge by sound-blending.    Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.    Say a sound for each letter in the alphabet and at least 10 digraphs.      Read words consistent with their phonic knowledge by sound-blending.    Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Write recognisable letters, most of which are correctly formed.    Spell words by identifying sounds in them and representing the sounds with a letter or letters. | Form lower-case and capital letters correctly.    Spell words by identifying the sounds and then writing the sound with letter/s.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.    Read words consistent with their phonic knowledge by soundblending.    Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Write simple phrases and sentences that can be read by others. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.    Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.    Anticipate (where appropriate) key events in stories.  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.    Read words consistent with their phonic knowledge by sound-blending.    Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.    Write simple phrases and sentences that can be read by others. |
| **Set 1 A** Read single-letter  Set 1 sounds | | | | **Set 1 B** Read all Set 1  sounds; blend  sounds into words  orally | **Set 1 C** Blend sounds to  read words; read  short Ditty stories | **Set 1/2** - Ditties - Read Red  Storybooks | **Set 2**- Red- Read Green  Storybooks; read  some Set 2 sounds | **Set 2** - Green- Read Green or  Purple Storybooks |

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| Talk for Writing stories | Mr Wiggle and Mr Waggle  Finding a Friend  Little Red Hen | Going for a Song  Bang  Monkey See- Monkey Do! | | | | | The Gingerbread Man  Billy Goats Gruff  The Rainbow Princess  Let me Come in | Jack and the Robbers  The Enormous Turnip  Gunny Wolf | Old Mac’s Farm  Quackling  Baby Mouse | Who is the strongest of Them all?  Stuck in the Mud!  Little Jack | | | |
| Mathematics | 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 subitising | WHITE ROSE + NUMBER BLOCKS  First then now  Find my pattern  Consolidation    Numbers 16, 17, 18, 19, 20  Money, time, shape Halving, doubling, sharing subitising | | | |
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| Understanding the World | Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.    Name and describe people who are familiar to them.    Know some similarities and differences between in the past and now.    Explore the natural world around them., making observations and drawing pictures of animals and plants.    Important changes and Seasons    The Natural World  People, Culture and Communities  Past and Present | Recognise that people have different beliefs and celebrate special times in different ways.  Recognise some similarities and differences between life in this country and life in other countries.    Explore the natural world around them., making observations and drawing pictures of animals and plants.    Understand the important processes and changes in the natural world around them, including seasons and changing states of matter | | | | | Recognise some environments that are different to the one in which they live.    Similarities and differences between the natural world around them and contrasting environments, 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.    The Natural World  People, Culture and Communities  Past and Present | Understand that some places are special to members of their community.    Describe immediate environments Similarities and difference between different religious and cultural communities    Explain similarities and differences between life in this country and life in other countries.    Draw information from a simple map.    The Natural World  People, Culture and Communities  Past and Present | Explore the natural world around them.  Draw information from a simple map.  Similarities and differences between the natural world around them and contrasting environments    Understand the important processes and changes in the natural world around them, including seasons and changing states of matter    The Natural World  People, Culture and Communities  Past and Present | Comment on images of familiar situations in the past.    Compare and contrast characters from stories, including figures from the past.     |  |  |  | | --- | --- | --- | | The Natural World | |  | | People, Culture and Communities | | | | Past and Present |  | | | | | |
|  | The Natural World | |  | |
| People, Culture and Communities | | |  |
| Past and Present | |  | |
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| Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. | | | | | | |  | | | | | |
| Expressive Arts and  Design | Develop storylines in their pretend play.     |  |  | | --- | --- | | Creating with Materials | | | Being imaginative |  | | Sing in a group or on their own, increasingly matching the pitch and following the melody.   |  |  | | --- | --- | | Creating with Materials | | | Being imaginative |  | | | | | | |  |  | | --- | --- | | Creating with Materials | | | Being imaginative |  |   Return to and build on their previous learning, refining ideas and developing their ability to represent them | |  |  | | --- | --- | | Creating with Materials | | | Being imaginative |  |   Create collaboratively sharing ideas, resources, and skills. | Listen attentively, move to and talk about music, expressing their feelings and responses.   |  |  | | --- | --- | | Creating with Materials | | | Being imaginative |  | | Watch and talk about dance and performance art, expressing their feelings and responses | | | |
|  | Creating with Materials | |  |
| Being imaginative |  |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. | | | | | | |  | | | | | |
| R.E | **Christianity**  UCP - CREATION (F1)    Harvest  Jonah  The Creation Story  Harvest festival  Noah’s ark  **Islam**  Prayer mat  **Sikhism**  The 5 Ks | **Christianity**  UCP - CREATION (F1)    Heavens and the Earth  Christenings  Weddings  Baptism  Christmas/nativity Story  **Hinduism**  Diwali (Oct/Nov)  **Islam**  Eid il Fitr | | | | | **Christianity**  UCP- INCARNATION- F2    The Rainbow and the Promise  The Good Samaritan  Moses  Lent  Joseph and his technicolour  Dreamcoat  Christenings  Church visit  **Sikhism**  Guru Har Gobind Singh Cloak (5.1.  Birthday)    Chinese New Year | **Christianity** UCP- - SALVATION (F3)    Stories of Jesus healing the sick  The Good Samaritan  Easter Story  Lent  **Sikhism**  Bhai Ghanaya  **Judaism**  Tallit  Shabbat  Sukkot    Chinese new year | **Christianity**  Recap UCP modules    St Francis  St George’s Day  Creation Story  **Hinduism**  Ganesh  Hanuman  **Buddhism**  Siddartha and the Swan  Gotama Buddha and the Bodhi tree  Buddhism- creation | **Christianity**  Recap UCP modules    Houses built on sand and rock  The role of the vicar. Baptisms, Christenings- Christenings. .    The creation story- Noah’s ark.  **Buddhism**: Gotama Buddha and the Bodhi Tree  **Islam:** Mohammed and  the Crying Camel,  Mohammed and the Cat  Eid- re cap- Ramadan | | | |
| CeOL | **Playing and exploring** • finding out and exploring • using what they know in their play • being willing to have a go  **Active learning** • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do  **Creating and thinking critically** • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways | | | | | | **Playing and exploring** • finding out and exploring • using what they know in their play • being willing to have a go  **Active learning** • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do  **Creating and thinking critically** • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways | | **Playing and exploring** • finding out and exploring • using what they know in their play • being willing to have a go  **Active learning** • being involved and concentrating • keeping on trying • enjoying achieving what they set out to do  **Creating and thinking critically** • having their own ideas • using what they already know to learn new things • choosing ways to do things and finding new ways | | | | |
| **Continuously throughout the year** | | | | | | | | | | | | |