

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing & Minibeasts	From Farm to Fork
Possible Themes/Interests/ Lines of Enquiry	All about me – baby photos Autumn Harvest Family	Bonfire Night Christmas	Chinese New Year Global Warming – Melting Ice Caps	Easter, Lent Pancake Day Grant Koper – Author – The Day Granny Met The Queen Mother’s Day	Lambs Planting/Gardening Life Cycles – Frogs/Butterfly/Plants etc.	Lambs Father’s Day Tractors – old and new
<b>Prime Areas</b>						
<b>Communication and Language</b>  <i>Listening Attention and Understanding</i>  <i>Speaking</i>	Understand how to listen carefully and why listening is important.  Engage in story times.  <i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and small group interactions.</i>	Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases.  Engage in story times.  <i>Make comments about what they have heard and ask questions to clarify their understanding.</i>  <i>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</i>	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 non-fiction to develop a deep familiarity with new knowledge and vocabulary.  <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i>  <i>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.</i>	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.  <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>	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.  <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</i>  <i>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.</i>	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.  <i>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.</i>
	Learn new vocabulary. Use new vocabulary through the day.		Listen carefully to rhymes, songs, paying attention to how they sound.		Learn rhymes, poems and songs. Use new vocabulary in different contexts.	

<b>Personal, Social and Emotional Development</b>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others, regulate behaviour accordingly.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Give focused attention to what teachers say.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Confident to try new activities.</p> <p>Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Confident to try new activities</p> <p>Explain the reasons for rules</p> <p>Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals.</p> <p>Confident to try new activities</p> <p>Explain the reasons for rules</p> <p>Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show sensitivity to their own and to others' needs.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>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.</p> <p>Self-Regulation Managing Self Building Relationships</p>
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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.

FOCUS FOR TERM ONGOING LEARNING

Prime Area	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2									
	Marvellous Me and Our School		Anchors Away		Extreme Weather (cold)		Kings and Queens		Growing & Minibeasts		From Farm to Fork									
	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite	Teacher	Elite								
	Dance	Games - Beanbag	Games - Ball	Gym – Intro, space, footwork	Gym - Travelling	Dance - Lessons	Dance	Games – Hoops & Quoits	Games – Ropes, Bats and Balls	Gym – Stretching & Curling	Gym - Travelling	Athletics – Sports Day								
<b>Physical Development</b>	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.		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.		Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,		Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping,		Progress towards a more fluent style of moving, with developing control and grace.		Combine different movements		Progress towards a more fluent style of moving, with developing control and grace.		Combine different movements		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.		Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	

	<p>successfully lining up and queuing, mealtimes, personal hygiene.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>range of ball skills, including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop a confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>running, hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>range of ball skills, including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop a confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>range of ball skills, including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop a confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>running, hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>Further develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop a confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Gross Motor Skills Fine Motor Skills</p>
	<p>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.</p> <p>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 spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>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.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>										

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	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing and Minibeasts	From Farm to Fork
<b>Specific Areas</b>						
<b>Literacy Comprehension, Word Reading and Writing</b>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the Phonics Bug programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>

<b>Book Focus</b>	Owl Babies, Famer Duck, Rosie's Walk	Stick Man, Lost and Found, Father Christmas, The Polar Express	Pirates love Underpants, Tiddler	The Day Granny Met The Queen,	What the Ladybird Heard, The Crunching Munching Caterpillar, The Very Hungry Caterpillar.	Farmer Duck, Pig in the Pond, Handa's Surprise, Who's on the Farm?
<b>Phonics</b>	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
<b>Mathematics</b>	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 Subitising Early Doubling	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

**FOCUS FOR TERM**

**ONGOING LEARNING**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me and Our School	Anchors Away	Extreme Weather (cold)	Kings and Queens	Growing and Minibeasts	From Farm to Fork
<b>Understanding the World</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Draw information from a simple map.</p> <p>Explore the natural world around them.</p> <p>Talk about the lives of the people around them and their roles.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Past and Present</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Talk about members of their immediate family and community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the lives of the people around them and their roles.</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<p>Explore the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Past and Present People, Culture and Communities The Natural World</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<p>People, Culture and Communities The Natural World</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Past and Present People, Culture and Communities The Natural World</p>			
	<p>Celebrations - Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Seasons - Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>R.E. – 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.</p> <p>Seasons - Understand some important process and changes in the natural world around them, including the seasons and changing states.</p>					
Expressive Arts and Design	<p>CHARANGA – ME!</p> <p>Develop storylines in their pretend play.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>CHARANGA – MY STORIES</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>CHARANGE – EVERYONE!</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>CHARANGA – OUR WORLD</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>CHARANGA – BIG BEAR FUNK</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p>CHARANGA – REFLECT, REWIND AND REPLAY</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Creating with Materials Being Imaginative and Expressive</p>
	<p>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.</p> <p>Charanga – Listen attentively, move to and talk about music, expressing their feelings and responses.</p>					

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>R.E.</b>	Myself	My Friends and Special People	Our Special Books	Salvation	Why is God so important to Christians?	Our Beautiful World
R.E. – 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.						