

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me and Our School	Polar Regions/Winter	999! What's Your Emergency?	Fairytales/ Who is our Royal Family?	Growing & Minibeasts	On the Farm
Possible Themes/Interests/ Lines of Enquiry	All about me – baby photos Autumn Harvest Family	Bonfire Night Christmas Diwali Remembrance Day Global Warming – Melting Ice Caps	Chinese New Year	Easter, Lent Pancake Day Grant Koper – Author – The Day Granny Met The Queen	Lambs Planting/Gardening Habitats Life Cycles – Frogs/Butterfly/Plants etc.	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>	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.  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.	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 conversations when engaged in back-and-forth exchanges with their teacher and peers.	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, non-fiction, 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. 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>	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 teachers say.  Self-Regulation Managing Self Building Relationships	Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally.  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.  Self-Regulation Managing Self Building Relationships	Show sensitivity to their own and to others' needs.  Be confident to try new activities and show independence, resilience and perseverance in the face 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	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					

Prime Area	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2									
	Our School		Eco Warriors – Super Space		999! What's Your Emergency?		Fairytale/ Who is our Royal Family?		Extreme Weather – On Safari!		Amazing Places									
Physical Development	Elite	School	Elite	School	Elite	School	Elite	School	Elite	School	Elite	School								
	Ball Skills	Me & Myself	Dance	Fitness	Fun & Games	Movement Development	Working with Others	Throwing & Catching	Gymnastics	Athletics – Sports Day Practice	Orienteering	Athletics – Sports Day								
	<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> <p>Gross Motor Skills Fine Motor Skills</p>		<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>		<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, 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, 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>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>		<p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</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>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>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>		<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>		<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Gross Motor Skills Fine Motor Skills</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency</p> <p>Gross Motor Skills Fine Motor Skills</p>	
	<p>Additional targets taken from Development Matters and Early Learning Goals which will run continuously throughout the reception year.</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	Polar Regions/Winter	999! What's Your Emergency?	Fairytales/ Who is our Royal Family?	Growing & Minibeasts	On the Farm
<b>Specific Areas</b>						
<b>Literacy Comprehension, Word Reading and Writing</b>	<p>Read individual letters by saying the sounds for them.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p><i>Read a few common exception words matched to the Phonics Bug programme.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></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><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</i></p>	<p>Form lower-case and capital letters correctly.</p> <p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><i>Re-read what they have written to check that it makes sense.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p>
<b>Book Focus</b>	Owl Babies, Famer Duck, Rosie's Walk	Stick Man, Lost and Found, Father Christmas, The Polar Express	The Little Red Hen, Three Billy Goats Gruff	Jack and The Beanstalk, The Day Granny Met The Queen,	What the Ladybird Heard, The Crunching Munching Caterpillar, The Very Hungry Caterpillar.	Farmer Duck, Pig in the Pond, Who's on the Farm?
<b>Phonics</b>	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 4
<b>Mathematics</b>	<p>WHITE ROSE</p> <p>Getting to know you</p> <p>Just like me!</p> <p><i>Matching, Sorting &amp; Comparing.</i></p> <p><i>Numbers 1, 2, 3, 4, 5</i></p> <p><i>Subitising</i></p> <p><i>Money</i></p> <p><i>Time</i></p> <p><i>Shape</i></p>	<p>WHITE ROSE</p> <p>It's ME 1, 2, 3!</p> <p>Light and Dark</p> <p>Consolidation</p> <p><i>Numbers 4, 5, 6, 7, 8</i></p> <p><i>Money</i></p> <p><i>Time</i></p> <p><i>Shape</i></p> <p><i>Subitising</i></p> <p><i>Early Doubling</i></p>	<p>WHITE ROSE</p> <p>Alive in 5!</p> <p>Growing 6, 7, 8</p> <p><i>Numbers 5, 6, 7, 8, 9</i></p> <p><i>Money</i></p> <p><i>Time</i></p> <p><i>Shape</i></p> <p><i>Subitising</i></p> <p><i>Early Doubling</i></p>	<p>WHITE ROSE</p> <p>Building 9 and 10</p> <p>Consolidation</p> <p><i>Numbers 7, 8, 9, 10</i></p> <p><i>Halving</i></p> <p><i>Doubling</i></p> <p><i>Sharing</i></p> <p><i>Subitising</i></p>	<p>WHITE ROSE</p> <p>To 20 and beyond</p> <p>First, then, now</p> <p><i>Numbers 10, 11, 12, 13, 14, 15</i></p> <p><i>Money, Time, Shape</i></p> <p><i>Halving, Doubling, Sharing</i></p> <p><i>Subitising</i></p>	<p>WHITE ROSE</p> <p>Find My Pattern</p> <p>On the Move</p> <p>Consolidation</p> <p><i>Numbers 16, 17, 18, 19, 20</i></p> <p><i>Money, Time, Shape</i></p> <p><i>Halving, Doubling, Sharing</i></p> <p><i>Subitising</i></p>

**FOCUS FOR TERM**

**ONGOING LEARNING FOCUS**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Marvellous Me and Our School	Polar Regions/Winter	999! What's Your Emergency?	Fairytales/ Who is our Royal Family?	Growing & Minibeasts	On the Farm	
Understanding the World	<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 in society.</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>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>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>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 People, Culture and Communities The Natural World</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 in society.</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>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>Seasons - Understand some important process and changes in the natural world around them, including the seasons and changing states.</p>
	R.E.	<p><b>Myself</b></p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Talk about members of their immediate family and community.</p> <p>Know people who help us.</p>	<p><b>My Friends and Special People</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Talk about members of their immediate family and community.</p>	<p><b>Our Special Books</b></p> <p>Ask questions to find out more and to check what has been said to them.</p> <p>Use new vocabulary in different contexts.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Salvation – Why do Christians put a cross in an Easter Garden?</b></p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Use new vocabulary in different contexts.</p> <p>Talk about members of their immediate family and community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Why is the word 'God' so important to Christians? (Creation)</b></p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know about places in their community and what they are used for.</p>	<p><b>Our Beautiful World</b></p> <p>Use new vocabulary in different contexts.</p> <p>Describe what they see, hear and feel while outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>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>							

**FOCUS FOR TERM**

**ONGOING LEARNING FOCUS**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p><b>Exploring Sound</b> - Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p> <p>Explore a wide range of materials freely to develop ideas about how to use them. Experiment with colour, texture, shape and form.</p> <p>Begin to choose materials based on simple preferences (e.g., "I like this because it's shiny"). Use tools and materials with growing confidence but still need modelling.</p> <p>Begin to create simple representations of people, objects or events.</p> <p>Explore sound, rhythm and movement through music and dance.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p><b>Nativity</b></p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop their own ideas and begin to decide which materials to use to express them.</p> <p>Combine materials with increasing purpose (e.g., sticking, layering, joining).</p> <p>Begin to plan what they want to make, even if verbally or through play.</p> <p>Explore different artistic effects (e.g., smudging, blending, printing).</p> <p>Use props and small world resources to act out simple narratives.</p> <p>Move in time with music and respond to changes in tempo or mood.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p><b>Celebration Music</b> - Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings.</p> <p>Begin to adapt work when something doesn't go as planned.</p> <p>Use tools with increasing accuracy (scissors, glue spreaders, brushes).</p> <p>Create more detailed representations (faces, buildings, simple scenes). Use storylines in pretend play with greater structure.</p> <p>Sing familiar songs and begin to change words or add actions.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p><b>Music and Movement</b> - Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p> <p>Return to and build on previous learning, refining ideas and developing ability to represent them.</p> <p>Create artwork or models with a clear intention ("I'm making a rocket").</p> <p>Begin to evaluate their own creations ("I need more red here").</p> <p>Use props, costumes and materials to support imaginative play.</p> <p>Perform songs, rhymes and stories with growing confidence.</p> <p>Explore ways to express feelings through movement, music or art.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p><b>Musical Stories</b> - A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> <p>Develop confidence to select tools and materials independently.</p> <p>Combine techniques (painting + collage, drawing + construction).</p> <p>Create more complex compositions with detail and purpose.</p> <p>Use artistic vocabulary to describe their work (colour, pattern, texture).</p> <p>Create and adapt stories using props, puppets or role-play.</p> <p>Experiment with creating new tunes or rhythms.</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<p><b>Big Band</b> - Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour, design, texture, form and function.</p> <p>Share creations, explaining the process used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories</p> <p>Creating with Materials Being Imaginative and Expressive</p>
	<p>Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others. Move in time with music.</p>					