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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 | **I wonder…what I can do?**  Autumn  Harvest  Halloween  Family  Planting/Gardening | **I wonder…what I can do?**  Autumn  Halloween  Remembrance  Divali  Bonfire Night  Christmas story  Christmas around the world  Planting/Gardening | **I wonder…what’s out there?**  Winter  Road Safety  Transport (past and present)  People who help us  Local area  Chinese New Year  Planting/Gardening  *Library visit* | **I wonder…what’s out there?**  Pancake Day  Easter  Hot/cold places comparison  Animals and their habitats – David Attenborough  Spring  Planting/Gardening  *Library visit* | **I wonder….what’s changed?**  Life cycles – Frog/butterfly/plant  Summer  The Queen’s Platinum Jubilee (3rd June)  Growing up – generations  Planting/Gardening | **I wonder….what’s changed?**  When I grow up  Transition  Planting/Gardening |
| Possible Texts | Colour Monster  Simon Sock  Goldilocks  Pattern Fish  Traditional tales  Funnybones | Stick Man  Solomon Crocodile  Jeremy worried about the wind  Non-fiction-Guy Fawks, Divali, Autumn, Christmas | Naughty Bus  Odd Dog Out  Atlas  Non-fiction – Chinese New Year, People who help us, transport | Dear Zoo  Little People, Big Dreams – David Attenborough/Ernest Shackleton  Monkey Puzzle  True or Poo  A bit Lost  Ten little….  The Journey  This is our world  Look what I  Found at the Seaside | Charlie and Lola- London  Cody the Caterpillar (twinkl)  My awesome Dinosaur | Clean Up! |
| ***The above are loose themes and possible lines of enquiry, however we will follow the children’s interest throughout as part of our In the Moment Planning\**** | | | | | | |
| Communication and Language | Understand how to listen carefully and why listening is important.  Engage in story times. | Ask questions to find out more and to check they understand what has been said to them.  Develop social phrases  Engage in story times. | 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. | 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. | 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. | 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. |
| Learn new vocabulary (word of the day) 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. | | | | | |
| 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. | | Show resilience and perseverance in the face of challenge.  Identify and moderate their own feelings socially and emotionally. | | Think about the perspectives of others.  Manage their own needs. | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | |
| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | 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. | 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. | Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| 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 | Read individual letters by saying the sounds for them. | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read a few common exception words matched to the school’s phonic programme. | Begin to recognise some digraphs  Read a few common exception words matched to the school’s phonic programme. | 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. | Form lower-case and capital letters correctly.  Spell words by identifying the sounds and then writing the sound with letter/s. | 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. |
| Phonics | **Phase 1/2** | **Phase 2** | **Phase 2/3** | **Phase 3** | **Phase 3/4** | **Phase 4** |
| Mathematics | Matching. Sorting & Comparing  Compare size, mass and capacity  Exploring pattern | Representing, comparing and composition of 1, 2, 3, 4, 5  1 more 1 less  Money  Time  Shape | Representing, comparing and composition of 1-8  Introduce 0  Combining 2 groups  Money  Time  Shape  Compare size, mass, capacity, length & height | Comparing numbers to 10  Bonds 10  Pattern  3D Shape | Numbers to 20  Building numbers beyond 10  Adding more  Taking away  Counting patterns  Spatial reasoning  Match, rotate, manipulate | Doubling, sharing and grouping  Even and odd  Spatial reasoning  Visualise and build  Mapping |
| Understanding the World | Talk about members of their immediate family and community.  Name and describe people who are familiar to them. | Recognise that people have different beliefs and celebrate special times in different ways. | Recognise some environments that are different to the one in which they live.  Comment on images of familiar situations in the past.  Draw information from a simple map. | Understand that some places are special to members of their community.  Recognise some similarities and differences between life in this country and life in other countries. | Explore the natural world around them. | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. |
| 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. | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Return to and build on their previous learning, refining ideas and developing their ability to represent them | Create collaboratively sharing ideas, resources, and skills. | Listen attentively, move to and talk about music, expressing their feelings and responses. | Watch and talk about dance and performance art, expressing their feelings and responses |
| 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. | | | | | |

\*In the Moment Planning: observing and interacting with children as they pursue their own interests and also assessing and moving the learning on in that moment.