

Reception	Autumn Term	Spring Term	Summer Term
Personal, Social and Emotional Development	How am I feeling today? Being at School. Gentle Hands. Our rights. Our responsibilities. What am I good at? I'm special, I'm me! Families. Homes. Making Friends. Standing up for yourself.	Challenge. Never give up. Setting a goal. Obstacles and support. Flight to the future. Footprint awards. Everybody's body. We like to move it, move it! Food glorious food. Sweet dreams. Keeping clean. Safe adults.	My family and me. Make friends. Never ever break friends part 1 and 2. Falling out and bullying part 1 and 2. Being the best friend we can be. My body. Respecting my body. Growing up. Fun and fears part 1 and 2. Celebration.
Communication and Language	Story times. Learn rhymes and songs. Follow 2 step instructions. Develop social phrases. Introduce a wide range and new vocabulary/connectives. Use talk to organise themselves and their play. I wonder questions. Small group time- Question, answer and extend thinking.	Model and encourage children to connect one idea to another using a range of connectives. Talk using well thought out sentences to connect ideas. Traditional tales exploration. Poems/rhymes/songs about once upon a time theme. Use new vocabulary from texts. Engage in non-fiction texts.	Holding conversation in back and forth exchanges. Listen attentively and respond with relevant questions, comments in a range of social situations. Express their ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions.
Physical Development	Revise and refine the fundamental movements skills they have acquired i.e. rolling, crawling, walking, jumping, running, hopping, skipping and climbing in both the indoor and outdoor classroom. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp pencil grip.	Develop body strength, balance and body co-ordination. Combine sequences of movements. Letter formation. Handle tools, objects, construction and malleable materials, Encourage children to draw freely. Fine motor skills.	Demonstrate strength, balance and coordination when playing. Move energetically. Negotiate space and obstacles safely. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.
Literacy	RWI- Differentiated groups. Set 1/2/3 Speed sounds. Blending CVC sounds, rhyming, alliteration, know that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. Encouraging tripod grip and identify developing hand of preference. Name writing.	RWI- Differentiated groups. Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and	RWI- Differentiated groups. Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Recognise links between letters and sounds. Explaining the stories they have listened to or have read themselves. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story.

	<p>Labelling using initial sounds.</p> <p>RWI writing mats available in provision.</p> <p>Story scribing.</p> <p>Retelling stories in writing area.</p> <p>Sequencing the story.</p> <p>Practising correct letter formation.</p>	<p>enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Creating lifecycle maps.</p> <p>Beginning to use capital letter and full stop.</p> <p>Labels and captions.</p> <p>Write sentences ensuring correct letter formation.</p>	<p>Can draw pictures of characters/event /setting in a story.</p> <p>Writing captions and simple sentences.</p> <p>Developing accuracy in using a capital letter and full stop in simple sentences.</p> <p>Secure tripod grip</p>
Mathematics	<p>It's me 1,2,3</p> <p>Match, sort and compare.</p> <p>Talk about measure and patterns.</p> <p>1,2,3,4,5</p> <p>Circles and triangles</p> <p>Exploring shapes with 4 sides</p>	<p>Alive in 5</p> <p>Growing 6,7,8</p> <p>Mass and Capacity</p> <p>Building 9 and 10</p> <p>Length and height</p> <p>3d shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose, and decompose</p> <p>Make connections</p> <p>Sharing and grouping.</p> <p>Visualise, build, and map.</p>
Understanding of the World	<p>Personal timelines.</p> <p>Autumn nature walks.</p> <p>Map making.</p> <p>Preparing for winter planting.</p> <p>Familiar people and communities.</p> <p>RE- Where do we live and why is it special?</p> <p>How are special times celebrated in Autumn and Winter.</p> <p>Bonfire/ Diwali/Christmas</p> <p>Differences and similarities.</p> <p>Caring for our seeds</p> <p>Natural elements exploration.</p> <p>Light and dark exploration.</p>	<p>Chinese New Year</p> <p>Pancake Day</p> <p>Mother's Day</p> <p>Easter</p> <p>Spring nature exploration.</p> <p>Describe what they feel, hear and see outside.</p> <p>Ducks and lifecycles</p> <p>Planting.</p> <p>Weather comparisons.</p> <p>Maps.</p> <p>RE- Which places are special and why?</p> <p>How do different communities celebrate new life?</p> <p>How are special times celebrated in Spring and Summer</p>	<p>Jobs- past and present.</p> <p>Mini-beast exploration.</p> <p>Record findings using a map and labels.</p> <p>Summer nature exploration.</p> <p>Shadow exploration/sun dial making.</p> <p>Job guest speakers.</p> <p>RE- What makes a good helper and who helps us.</p> <p>What do believers believe about creation.</p> <p>TBC based on project</p>
Expressive Arts and Design	<p>Art continuous provision.</p> <p>Self- portraits.</p> <p>Family pictures.</p> <p>Autumn nature art.</p> <p>Ice melting and freezing.</p> <p>Firework art.</p> <p>Winter weather painting.</p> <p>Christmas Cards.</p> <p>Role play enhancements in home.</p> <p>Singing songs.</p> <p>Nativity story retelling, songs and actions.</p>	<p>Mother's Day Cards.</p> <p>Story sequencing pictures.</p> <p>Charcoal pencil making.</p> <p>Ramadan 2D shape artwork.</p> <p>Easter cards.</p> <p>Spring animals.</p> <p>Sunflower portraits.</p> <p>Habitat building in design area.</p> <p>Real life drawing.</p> <p>Job role play enhancements.</p> <p>Singing songs.</p>	<p>Nature outdoor art</p> <p>Large scale chalking</p> <p>Colour mixing.</p> <p>Drawing techniques.</p> <p>Water art.</p> <p>Father's Day cards</p> <p>Weather art.</p> <p>Project theme role play TBC</p> <p>Reception Celebration</p> <p>Awards/Journey</p>
Modern Languages (RFR/EJG)	<p>Understand that France is a different country where French is spoken.</p> <p>Respond to and say</p>	<p>Repeat and understand words for five colours; many pupils will learn to say them.</p> <p>Take part in a song.</p>	<p>Begin to know numbers to 10.</p> <p>Take part in activities/games to</p> <p>Demonstrate understanding.</p> <p>Recognise and repeat</p>

	<p>Bonjour,salut,au revoir,bonne Nuit.</p> <p>Take part in a song/prayer to practice new vocabulary</p> <p>Learn to respond to and say Je m'appelle and respond to et toi?</p> <p>Use a physical response to show understanding of classroom instructions.</p> <p>Take part in a simple rhyme.</p>	<p>Use new language to take part in language games.</p> <p>Understand the meaning of mon père, ma mere, mon frère, ma soeur; most pupils will also be able to say the words.</p> <p>Take part in a simple role play.</p> <p>Listen with care.</p> <p>Respond to instructions and indicate understanding</p> <p>Join in with a song.</p>	<p>vocabulary for farm animals; some pupils will start to remember and produce the words.</p> <p>Use newly learnt vocabulary to join in games.</p> <p>Take part in a simple rhyme.</p> <p>Understand and respond to instructions by finding the correct animal.</p>
Music (CJB)	<p>JOLLY MUSIC – Beginner singing.</p> <p>I've Got a Grumpy Face.</p> <p>Nativity preparation.</p>	<p>JOLLY MUSIC – Beginner singing - action songs using puppets.</p> <p>Up and Down.</p> <p>Five Fine Bumble Bees.</p> <p>Listening to sounds.</p>	<p>JOLLY MUSIC – Beginner singing.</p> <p>Down There Under the Sea.</p> <p>Summer concert preparation.</p>
PE / Games (GKJ)	<p>Dance</p> <p>Athletic Development/ Movement skills Ball Skills & Games</p>	<p>Gymnastics</p> <p>Athletic Development/ Movement skills Ball Skills & Games</p>	<p>Swimming</p> <p>Athletic Development/ Movement skills Ball Skills & Games</p>