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| **Term** | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
| **Topic** | If you go down to the woods today… | | In the Dark Sky | | | Granny’s Magic Carpet | Knights, Castles, and Dragons | Gardner’s World | | In The Deep Blue Sea |
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| **Possible Key Texts** | Goldilocks & The Three Bears  Little Red Riding Hood  Gruffalo  Stick Man  Owl Babies  Pumpkin Soup | | Whatever Next  Neil Armstrong NF  The Smed’s and the Smoo’s  The Way Back Home | | | Lost and Found  Ernest Shackleton NF  Handa’s Surprise  Other texts from countries of children’s interests | Zog  There was an old Dragon who swallowed a Knight  Dragon Post  The Egg | Jack and the Beanstalk  Oliver’s Vegetables  Supertato  The Hungry Caterpillar  BEE  Big book of Bugs NF | | The Pirates are Coming!  The Night Pirates  Snail and the Whale  Somebody Swallowed  SEA |
| Although these texts will beP used as core texts and taught through discreet sessions, other texts/ stories will be shared with the children to aid vocabulary and knowledge acquisition, and also to develop children’s interests | | | | | | | | | |
| **Possible ‘wow’ moments / Enrichments Weeks** | Walk around the village  Harvest Festival | Bonfire Night  Remembrance Day  Christmas – Nativity  Trip to the pantomime | | | Diwali  Chinese New Year  Explore Ice | | Hatching Dragon Egg  Easter  Easter service  Science Week | Eggs / Caterpillars  Growing vegetables  Super Pea Week  Visit St Helens Church | Pirate Day | |
| **Prime Areas** | | | | | | | | | | |
| **Communication and Language** (Listening and Attention, Understanding and Speaking) | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | | | | | |
| Understand how to listen carefully and why listening is important.  Engage in story times.  Engage in non-fiction books.  Ask questions to find out more and to check they understand what has been said to them.  Describe events in some detail.  Develop social phrases  *Talk about stories and rhymes.*  *Be able to share their ideas within small groups.*  *Follow instructions.*  *Join in with rhymes and repeated refrains.* | | | | Listen to and talk about stories to build familiarity and understanding.  Articulate their ideas and thoughts in well-formed sentences.  Connect one idea or action to another using a range of connectives.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  *Predict what might happen*  *Explain what has happened in stories* | | | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.  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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  *Predict what might happen.*  *Work as a group to develop shared sustained thinking.*  *Use conjunctions in sentences.* | | Listening, Attention and Understanding  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.  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.  Speaking  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced 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. |
| Learn new vocabulary. Use new vocabulary throughout the day. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, songs and poems. Use new vocabulary in different contexts | | | | | | | | | |
| **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.  *Follow class rules*  *Form relationships with their peers and adults*  *Begin to solve conflicts without adult support*  *Begin to be able to calm themselves when distressed.* | | | | Show resilience and perseverance in the face of challenge.  Manage their own needs. – personal hygiene  Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  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   *Form good relationships with their peers and familiar adults* | | | Think about the perspectives of others.  Show resilience and perseverance in the face of challenge.  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 | | Self-Regulation  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.  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.  Managing Self  Be confident to try new activities and show independence, resilience  and perseverance in the face of challenge.  Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  Building Relationships  Work and play cooperatively and take turns with others.  Form positive attachments to adults and friendships with peers.  Show sensitivity to their own and to others’ needs. |
| These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year. | | | | | | | | | |
| **Jigsaw** | Being Me in My World | | | Celebrating Difference (including anti-bullying) | Dreams and Goals | | Healthy Me | Relationships | | Changing Me |
| **Physical Development** | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  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  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.  Develop the foundations of a handwriting style, which is fast, accurate and efficient. | | | | 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.  Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Combine different movements with ease and fluency.  *Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.*  *Further develop the foundations of a handwriting style which is accurate and efficient/*  *To form each letter correctly.* | | | Combine different movements with ease and fluency.  Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  *Further develop the foundations of a handwriting style which is accurate and efficient/*  *To form each letter correctly.* | | Gross Motor Skills  Negotiate space and obstacles safely, with consideration for themselves and others;  Demonstrate strength, balance and coordination when playing;  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor Skills  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;  Begin to show accuracy and care when drawing. |
| **PE**  **Get Set 4 PE** | **Introduction to PE** | | **Dance** | | | **1 Balls Skills 1** | **Fundamentals 1** | **Ball skills 2** | | **Games** |
| **Specific Areas** | | | | | | | | | | |
| **Literacy**  (Comprehension, Word Reading and Writing) | 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.  Spell words by identifying the sounds and then writing the sound with letter/s. | | | | 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.  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  Re-read what they have written to check that it makes sense. | | | 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.  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. | | Comprehension  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  Word Reading  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.  Writing  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;  Write simple phrases and sentences that can be read by others. |
| **Phonics** | Phase 2 | | | Phase 2 | Phase 3 | | Phase 3 | Phase 4 | | Phase 4 |
| See Little Wandle for programme progression | | | | | | | | | |
| **Mathematics** (Number and Numerical Patterns) | Count objects, actions and sounds.(up to ten)  Confidently Subitise up to five.  Link the number symbol (numeral) with its cardinal number value.(1-5)  Count beyond ten.  Compare numbers using the language of more and less.  Understand the ‘one more than/one less than’ relationship between consecutive numbers.  *Explore the composition of numbers to 5.*  Continue, copy and create repeating patterns.  To recognise different shapes and describe their basic properties.  *To be able to solve addition and subtraction problems by counting both amounts to find the total.* | | | | Count objects, actions and sounds.(up to ten)  Link the number symbol (numeral) with its cardinal number value.(1-10) To confidently count up to twenty and begin to count further.  Compare numbers through exploration (odd/even, number bonds)  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0–5 and some to 10.  Select, rotate and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Compare length, weight and capacity.  *To solve addition and subtraction problems by counting on or back.* | | | Automatically recall number bonds for numbers 0–5 and some to 10.  Compare numbers through exploration (odd/even, number bonds)  Compare length, weight and capacity.  *To solve addition and subtraction problems by counting on or back.* | | Number  Have a deep understanding of number to 10, including the composition of each number;  Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.  Numerical Patterns  Verbally count beyond 20, recognising the pattern of the counting system;  Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;  Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally |
| **WR maths scheme**  **Just like me** – match and sort, compare amounts, compare size, mass and capacity.  **It’s Me 1,2,3** – Representing, comparing and composition of 1,2,3, circles and triangles, positional language  **Light and dark** – Representing numbers to 5, one more and one less, shapes with 4 sides, time. | | | | **WR maths scheme**  **Alive in 5!** – Introducing 0, comparing numbers to 5, composition of 4+5, compare mass, compare capacity.  **Growing 6,7,8** – 6,7+8, making pairs, combining 2 groups, length and height, time.  **Building 9+10** – 9+10, comparing numbers to 10, bonds to 10, 3D shape, pattern | | | **WR maths scheme**  **To 20 and beyond** – building numbers beyond 10, counting patterns, beyond 10, spatial reasoning (1) (match, rotate, manipulate.)  **First Then Now** – Adding more, taking away, Spaitial reasoning (2) (compose and decompose).  **Find my pattern** – Doubling, Sharing and grouping, even and odd, spatial reasoning (3) (Visualise and build)  **One the move** – Deeping understanding, patterns and relationships, Spatial reasoning (4) Mapping | | |
| **Understanding the World** | Talk about members of their immediate  family and community.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  Explore the natural world around them.  Understand the effect of changing seasons on the natural world around them. (Autumn)  Describe what they see, hear and feel whilst outside.  Recognise that people have different beliefs and celebrate special  times in different ways. | | | | 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.  Recognise some environments that are different to the one in which they live.  Understand the effect of changing seasons on the natural world around them. (Winter)  Comment on images of familiar situations in the past.  Compare characters from stories, including figures from the past  Recognise and begin to understand changes in seasons (Spring) | | | Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  *Study and compare different life cycles of animals (Chicks, butterflies, humans).* | | Compare characters from stories, including figures from the past.  Draw information from a simple map.  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live  Understand the effect of changing seasons on the natural world around them. (Summer)  *Draw own simple maps* |
| **Expressive Arts and Design** | Explore, use, and refine a variety of artistic effects to express their ideas and feelings.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Develop storylines in their pretend play.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  *To be able to join materials together using different resources.* | | | | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources, and skills.  Watch and talk about dance and performance art, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Develop sustained storylines in their play which they can return to and build upon.  *To be able to join materials together using different resources and techniques.* | | | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively sharing ideas, resources, and skills.  Watch and talk about dance and performance art, expressing their feelings and responses.  Develop sustained storylines in their play which they can return to and build upon. | | Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  Share their creations, explaining the process they have used;  Make use of props and materials when role playing characters in narratives and stories.  Being Imaginative and Expressive  Invent, adapt and recount narratives and stories with peers and their teacher;  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |
| **Music – Charanga Unit** | Me | | | My Stories | Our World | | Everyone | Big Bear Funk | | Reflect, Rewind, Replay |
| **RE**  **(LAC units)** | F5 Being Special: Where do we belong? | | | UC F2 Why is Christmas Special for Christians? | UC F1 Why is the word God so important to Christians? | | UC F3 Why is Easter special to Christians? | F3 What places are special and why? | | F1What times/stories are special and why? |