

Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Themes/ Areas of Interest	Incredible ME! BASELINE ASSESSMENTS RBA Family Autumn Harvest Toys Visit to the park - Autumn walk	Once upon a time Autumn Divali Bonfire Night Remembrance Day Christmas Visit the Theatre	Superheroes People who help Visits from Dentist, Nurse, Doctor Visit to Fire station/Park Chinese New Year Winter	Growing Easter Plants Eggs Animals Lifecycles	It's bigger than me... Transport Animals – farm and wild Dinosaurs Space Visit to the farm	I love.... Community Project Local area
C&L	Understand how to listen carefully and know why listening is important. Actively engage in story times. Develop social phrases. Use talk to organise self and play	Ask questions to find out more and check they understand what has been said to them Actively engage in story times. Develop social phrases.	Articulate their ideas in well formed sentences. Describe events in some detail. 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.	Use talk to help work out problems and organise thinking and activities
	Learn new vocabulary Use new vocabulary throughout the day	Listen carefully to rhymes and songs, paying attention to how they sounds Learn rhymes poems and songs	Retell stories - using exact repetition or using own words	Use new vocabulary in different contexts		
PSED	See themselves as valuable individuals. Select activities and use resources with increasing independence Build constructive and respectful relationships with adults and peers. Increasingly follow rules and understand why rule are important	Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Begin to challenge self and respond positively to adult challenge	Identify and moderate their own feelings socially and emotionally.	Manage their own needs. Reflect on learning and comment on ways to go about learning	Think about the perspectives of others Comment on how they persevere.
	These statements have been split for extra focus, but all will apply throughout the reception year.					
PD	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. Further develop the skills they need to manage the school day successfully: lining up and queuing , mealtimes, personal hygiene.	Progress towards a more fluent style of moving, with developing control and grace. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Know and talk about the different factors that support their overall health and wellbeing: toothbrushing, sensible amounts of 'screen time', being a safe pedestrian. 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, having a good sleep routine. Further develop and refine a range of ball skills including: throwing, catching.	Further develop and refine a range of ball skills including: kicking, passing, batting, and aiming.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
	Riding balance bikes, trikes, two-wheeled bikes Trips to the park Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.					
Jasmine PE	REAL PE: Personal - following instructions and practising safely (PE Skill - Footwork, balancing)	REAL PE Social: Working sensibly with others PE skills - jumping and landing Gym skills - shape and travel	REAL PE Cognitive: understand and follow rules PE skills - On a line REAL Dance Personal - following instructions Dance skills - exploring shapes Part 1	REAL PE Health and Fitness: why exercise is important PE skills - Ball Chasing) REAL Gym Social: working sensibly with others Gym skill: Flight and Rotation	REAL PE Creative: explore and describe movements PE skill: Ball Skills REAL Dance Personal - follow instructions Dance skill: exploring shapes Part 2	REAL PE Physical: skills and movements with control PE skill - Sending and Receiving, Reaction and Response
Phonics (Read Write Inc)	Read Set 1 single letter sounds Read individual letters by saying the sounds for them Begin to blend sounds to read	All Set 1 sounds - blend sounds into words orally Blend sounds in words so that they can read short words made up of known letter-sound correspondence	Blend known sounds to read words Read Short Ditty stories Start to read common exception words matched to RWI programme Spell words by identifying the sounds and then writing the sound with letter/s following the RWI programme.	Read Red storybooks Read common exception words matched to RWI programme Spell words by identifying the sounds and then writing the sound with letter/s following the RWI programme.	Read Set 2 sounds REad green story books Read common exception words matched to RWI programme Spell words by identifying the sounds and then writing the sounds with letter/s - following the RWI programme	Read green/Purple story books Read common exception words matched to RWI programme Spell words by identifying the sounds and then writing the sounds with letter/s - following the RWI programme
Writing (The Write Stuff	Form lower-case correctly. Vocabulary development using the Write Stuff Fantastics. Oral story-telling, using sentences and new vocabulary.		RWI - hold a sentence <i>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD).</i>	Write short sentences with words with known sound-letter correspondences, using a full stop. Use Write Stuff - Tier 2 vocabulary Re-read what they have written to check that it makes sense.	Spell words by identifying the sounds and then writing the sounds with letter/s - following the RWI programme Capital letters use Write Stuff Tier 2 vocabulary Write a series of short sentences to develop a narrative.	
Maths (Maths Mastery)	Early mathematical experiences Pattern and Early Number Numbers within 6	Addition and Subtraction within 6 Measures Shape and sorting	Numbers within 10 Calendar and Time Addition and Subtraction within 10	Grouping and Sharing Doubling and Halving Shape and Pattern	Securing addition and subtraction facts Number patterns within 20 Number patterns above 20	Money Measure Exploration of patterns within number
UW	Talk about their family and immediate community. Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world	Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways.	Comment on images of familiar situations in the past. Understand the effect of changing seasons on the natural world	Draw information from a simple map. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them	Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community. Comment on images and familiar situation in the past
EAD	Develop storylines in their play. Begin to use a range of tools to join materials Sing nursery rhymes and action songs Focus artist: Andy Golddworthy	Sing in a group or on their own, increasingly matching the pitch and following the melody. Focus artist: Jackson Pollock	Watch and talk about dance and performance art, expressing their feelings and responses. Experiment with a number of joining techniques	Create collaboratively, sharing ideas, resources and skills. Experiment to mix power paints Learn how to play musical instruments in different ways Focus artist: Henri Matisse	Listen attentively, move to and talk about music, expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Focus artist: Van Gogh
	Explore, use and refine a variety of artistic effects to express their ideas and feelings.					

RE	Being Thankful	Jesus' Birth	Special books	Eggs as signs of new life	Eid-al-Fitr	Jesus as a storyteller
RE	Daily Collectives - School Christian values					
Computing	Use a tablet to take a photo of themselves	Use voice recorder to record a story.	Use CD player to listen to different types of music and audio stories	Use beebots to direct superheroes	Use chrome books to find information about the zoo to prepare for trip	Use chrome book to draw a picture to advertise event
Parental Involvement	Soft Start Home Visits	Nativity		Talent Show or Class Open day to display work		Talent Show Parents Picnic