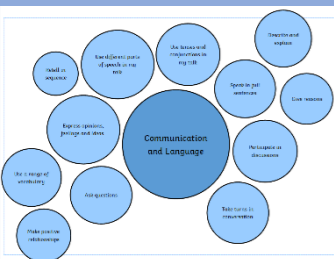


Focus for the Term

On Going

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>THEME</p> <p>Possible interests/lines of enquiry</p>	<p>Me and My World</p> <p>Ourselves and our families People who help us Superheroes My environment</p>		<p>Adventures above and below the clouds</p> <p>Journeys Space Countries around the world Types of transport</p>		<p>Roots, shoots and muddy boots</p> <p>Growing Plants – Healthy Eating Minibeasts Traditional Tales</p>	
<p>Golden Threads – Planned Links</p>	<p>Leadership – People who help us and role models in stories Civilisation – Different jobs and why they are important, lives of different people, cultures, and beliefs Following, leading and belonging Special times, places and celebrations</p>		<p>Place (Countries around the world/where we live) Human Environments (Travel) Leadership – Castles, stories about kings and queens Civilisation – Kingdoms Conflict – Getting on and falling out Following, leading and belonging Special times, places and celebrations</p>		<p>The physical world Interdependence (Farming) Conflict – Getting on and falling out Seasonality – Growing plants Healthy Eating – Healthy diets linked to stories including Oliver’s Vegetable’s</p>	
<p>Key Texts</p>	<p>Super Duper Me! Supertato A Superhero like You Charlies Superhero Underpants Busy People Series</p> <p>Wild Woods Gruffalo Red Riding Hood Stickman</p>		<p>Journey Whatever Next! On the Way Home Naughty Bus Handa’s Surprise Train Ride The Hundred Decker Bus Little People, Big Dreams (Mary Anning/Ernest Shackleton/Amelia Earhart)</p>		<p>Farmer Duck Superworm What the Ladybird Heard The Very Hungry Caterpillar Jack and the Beanstalk Oliver’s Vegetables Ten Seeds</p>	
<p>Memorable Experiences/Curriculum Enhancements</p>	<p>Woodland Walks Superhero discoveries Visitors including dental hygienist, police</p>		<p>Walk around local area Bus ride</p>		<p>Chicks Caterpillars Shropshire Hills Discovery Centre</p>	
<p>Communication and Language</p> <p>(Listening and attention, understanding and speaking)</p> 	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>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.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

Focus for the Term

On Going

Learn new vocabulary
 Use new vocabulary through the day
 Listen carefully to rhymes and songs, paying attention to how they sound.
 Learn rhymes, poems, and songs
 Use new vocabulary in new 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, regulate behaviour accordingly.
 Work and play cooperatively and take turns with others
 Give focused attention to what the teacher says
 Manage own basic hygiene and personal needs

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
 Managing Self
 Building Relationships

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Be 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

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
 Managing Self
 Building Relationships

Show sensitivity to their own and to others' needs

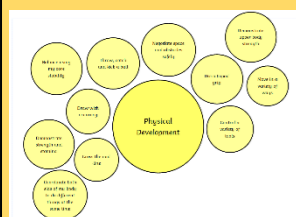
Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge

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.

Physical Development



Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

Develop fine motor skills- holding pencil correctly, using scissors etc

Self-Regulation
 Managing Self

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

Develop fine motor skills- holding pencil correctly, using scissors etc

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.

Develop fine motor skills

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 and in a group.

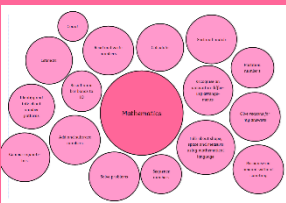
Fine Motor Skills

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.

Focus for the Term

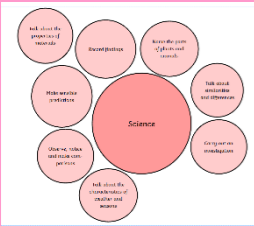
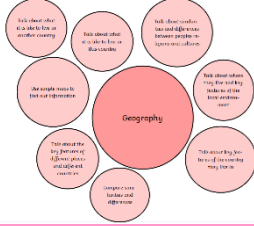
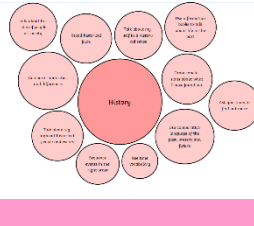
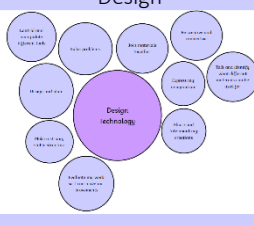
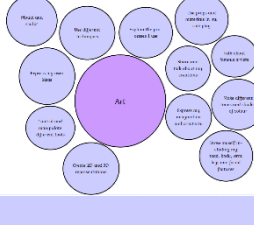
On Going

<p>Literacy Comprehension, word reading, Writing</p>   <p>Phonics RWI</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Set 1 Sounds, begin to blend</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Writes own name.</p> <p>Represent some initial sounds correctly.</p> <p>Set 1 sounds and blending</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Photocopy Ditties</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>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed using anti-clockwise movements</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Red Ditties</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Green Storybooks</p>	<p>Write</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Use phonic knowledge to spell regular and irregular words and some common irregular words.</p> <p>Green/Purple Story Books</p>
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<p>Mathematics</p> 	<p>Getting to know you Just like me!</p> <p>Match and Sort Compare Amounts</p> <p>Compare size, mass and capacity Exploring pattern</p>	<p>Its me 1,2 3! Light and Dark</p> <p>Representing 1, 2 and 3 Comparing 1, 2 and 3 Composition of 1,2 and 3 Representing numbers to 3 One more and one less</p> <p>Circles and Triangles Positional Language Shapes with 4</p>	<p>Alive in 5! Growing 6, 7, 8</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 and 5 6, 7 and 8 Making Pairs Combining 2 groups</p> <p>Compare Mass Compare Capacity</p>	<p>Building 9 and 10 Consolidation</p> <p>9 and 10 Comparing numbers to 10 Bonds to 10</p> <p>3D Shape Patterns</p>	<p>To 20 and beyond First, then, now</p> <p>Building numbers beyond 10 Counting patterns beyond 10 Adding More Taking Away</p> <p>Spatial Reasoning Match, rotate and manipulate Compose and Decompose</p>	<p>On the Move Find the Pattern</p> <p>Deepening Understanding Patterns and Relationships</p> <p>Spatial Reasoning Mapping</p>
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Focus for the Term

On Going

		Time	Length and Height Time				
<p>Early Comparison and pattern ↔ Counting and Cardinality ↔ Operations and Calculations ↔ Deep conceptual knowledge and understanding of numbers to 10</p>							
<p>Understanding the World</p>   	<p>Knows about some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Learn about the different jobs people do and why they are important.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Talks about past and present events in their own lives and in the lives of family members.</p> <p>Knows that information can be retrieved from digital devices on the internet.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore the natural world around them. making observations and drawing pictures of animals and plants.</p> <p>Looks closely at similarities, differences, patterns and change in nature.</p> <p>Completes a simple program on electronic devices.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Can create content such as a video recording, stories and draw a picture on screen.</p> <p>Comment on images of familiar situations in the past, including looking at transport change.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments.</p> <p>Similarities and difference between different religious and cultural communities</p> <p>Explain similarities and differences between life in this country and life in other countries through shared stories, including Africa and Australia.</p> <p>Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Explore the natural world around them</p> <p>Draw information from a simple map.</p> <p>Similarities and differences between the natural world around them and contrasting environments</p> <p>Makes observations of animals and plants and explains why some things occur and talks about changes.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Comment on images of familiar situations in the past.</p> <p>Name the parts of plants and animals.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	
	<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Talks about why things happen and how things work including magnets, ice melting, waterproof materials, pushes and pulls.</p>						
	RE	Myself – Who am I?	Celebrating Festivals – Christmas, Diwali	Celebrating Festivals – Holi, Chinese New Year, Easter		Special Times – Welcoming a Baby/Weddings	
<p>Expressive Arts and Design</p>  	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with Materials Being imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Creating with Materials Being imaginative Begin to build a collection of songs and dance.</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Creating with Materials Being imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Uses their increasing knowledge of understanding of tools and materials to explore their interests and enquires and develop their thinking.</p> <p>Creating with Materials Being imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being imaginative</p>	
	<p>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.</p>						

Focus for the Term

On Going

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