

Term	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Topic	All about me/My History Feelings	Food and being healthy Festivals	People who help us/ Dinosaurs	Recycling / Our Environment	Growing / weather	Animals
Key Texts	Usborne All about feelings Citizenship – Being honest, fair, following rules, responsible Malala’s Pencil	The Little Red Hen Supertato The gingerbread man	DK First Facts Dinosaurs National Geographic Little Kids: First Big Book of Dinosaurs	Somebody swallowed Stanley 10 things I can do to help my world	Jack and the beanstalk The Little Cloud	Dear Zoo Little People: David Attenborough The Very Hungry Caterpillar
PSED	Children in Reception will:			Early Learning Goals		
	<ul style="list-style-type: none"> • 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. 			Self-Regulation	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	
<ul style="list-style-type: none"> • SCARF scheme • Feelings • Good friends • Being fair • Why we have classroom rules • Taking care • Same or different? • Our special people 	<ul style="list-style-type: none"> • SCARF scheme • Eat Well/scrummy snacks/eat a rainbow/healthy me • Good night’s sleep/Super sleep • Move your body • Harold’s wash and brush up • Catch it, bin it, kill it • Growing and changing (getting bigger) • Human life stage – who will I be? 	<ul style="list-style-type: none"> • Jed and Ted scheme – drug aware • Life ED BUS – revisits learning from Autumn 2 • SCARF scheme • Keeping safe inside and outside • People who help keep me safe 	<ul style="list-style-type: none"> • SCARF scheme • Responsibility – looking after our world, around and about the school • Things I am good at / things I’d like to get better at 	<ul style="list-style-type: none"> • SCARF scheme • Growing and changing – seasons • Clothing for different weathers – how do we look after ourselves in different weather • What plants need to grow • Life stages – plants and animals 	<ul style="list-style-type: none"> • SCARF scheme • Life stages – plants and animals • Taking care of animals • Habitats and Adaptation 	

PD	Children in Reception will:		Early Learning Goals		
	<ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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 overall body-strength, balance, co-ordination and agility. • 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 the foundations of a handwriting style which is fast, accurate and efficient. • 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 • Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes- personal hygiene 		Gross Motor Skills <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. 	
	<ul style="list-style-type: none"> • Routines – taking care of own self in the classroom • Using outdoor climbing equipment safely • Fine motor control and strength (using pinch to pick up items/cutting skills) • Dough Disco and squiggle while you wiggle • Shoulder and Elbow pivot activities • Yoga day 	<ul style="list-style-type: none"> • Making healthy choices • Fine motor control and strength (using pinch to pick up items/cutting skills) • Using tool safely • PE – getting changed, what is exercise, moving in different ways (linked to SCARF), Dance • Shoulder, elbow and wrist pivot activities 	<ul style="list-style-type: none"> • Understanding how to stay safe with medicines and household cleaning items etc • PE – Gymnastics (rolling, travelling, balancing) • Letter formation and pencil grip • Using tools with control • Elbow and wrist pivot activities 	<ul style="list-style-type: none"> • Apparatus –climbing, safety, control • Fine motor control – using tools and equipment • Forming letters correctly and pencil grip 	<ul style="list-style-type: none"> • Developing control over small equipment – bats and balls, footballs, beanbags etc.

	Children in Reception will:			Early Learning Goals			
	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • 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. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 			Listening, Attention and Understanding	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 		
C&L vocabulary	<ul style="list-style-type: none"> •Take care •Rules •Responsibility •Team •Friends •Kind •Feelings – naming them 	<ul style="list-style-type: none"> • Healthy • Fruit • Vegetables • Sugar • Vitamins • Calcium • Grow • Energy • Germs • Illness 	<ul style="list-style-type: none"> • Dinosaurs • Past • Extinct • Bones • Skeleton • Fossil • Triassic/Jurassic/Cretaceous • Paleontologist • Herbivore / plants • Carnivore / meat • Claws • Teeth • Feathers 	<ul style="list-style-type: none"> • Recycle • Waste • Compost • Re-use • Pollution • Plastic • Landfill • Environment • Decay • Paper • Card • Metal • Glass 	<ul style="list-style-type: none"> • Seed • Plant • Grow • Water • Sunlight • Weather • Sunny • Rainy • Windy • Stormy • Seasons • Autumn • Spring • Summer • Winter 	<ul style="list-style-type: none"> • Globe • Map, • Countries, • Sea, • Land • Desert • Polar • Jungle • Savannah • Rainforest • Climate • Hot/Cold/Wet • Fur/Scales/Claws/ • Teeth/Feathers 	

Literacy	Children in Reception will:			Early Learning Goals			
	<ul style="list-style-type: none"> • 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 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. • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Phonics – Phase 1/2 • Oral blending and segmenting • Beginning to use initial sounds when writing CVC words 	<ul style="list-style-type: none"> • Phonics – phase 2 • Oral blending and segmenting • Writing cvc words • Writing superpower (phase 2 tricky) words • Reading and Writing cvc words • Reading and Writing captions – introduce word order 	<ul style="list-style-type: none"> • Phase 3 phonics • Oral blending and segmenting of ccvc/cvcc words • Writing captions • Writing short sentences – finger spaces and full stops • Writing superpower (phase 2 and 3 tricky words) correctly • Re-arranging sentences for word order, syntax, check by re-reading 	<ul style="list-style-type: none"> • Phase 3 and 4 phonics 	<ul style="list-style-type: none"> • Phase 3 and 4 phonics • HA/MA+ phase 5 phonics • Writing captions • Writing short sentences – finger spaces and full stops • Writing superpower (phase 2,3 and 4 tricky words) correctly • Re-arranging sentences for word order, syntax, check by re-reading 	<ul style="list-style-type: none"> • Phonics consolidation using AFL 	

Reading and Writing	<ul style="list-style-type: none"> • Goldilocks and the three bears (talk for writing) • Shared Reading – title, front cover, writing, illustrations, author, illustrator (terms to be introduced and revisited continually over the year during shared reading and story time) • Shared reading - character setting, summarise (terms to be introduced and revisited continually over the year during shared reading and story time) 	<ul style="list-style-type: none"> • Talk for writing (The Little Red Hen) • Making own story maps • Imitation and innovation • Shared reading – fiction and non-fiction, blurb, contents, glossary (terms to be introduced and revisited continually over the year during shared reading and story time) • Writing for purpose (shopping list, celebration cards) 	<ul style="list-style-type: none"> • Introduce planning a narrative using scaffolds • Writing for purpose (letters, signs, posters, etc) • Developing independence in writing e.g using letter mats and word mats, knowing to segment to spell, re-reading to see what comes next without excessive adult prompts. • Features of non-fiction texts and using them to find information e.g contents, glossary, index, labels, photos 	<ul style="list-style-type: none"> • Begin to record narratives that have a beginning, middle and end using scaffolds • Continue developing writing short sentences with finger spaces, full stops • Begin to be aware of and try to use capital letters 	<ul style="list-style-type: none"> • Talk for Writing (Jack and the Beanstalk) • Ordering story events – first, then, next, last • Making own story maps • Imitation and innovation • Narratives using scaffolds– extending writing. • Continue to consolidate independence and writing for purpose through focus activities and continuous provision • Revisit learning on fiction books e.g characters, setting, events, author, illustrator, blurb 	<ul style="list-style-type: none"> • Talk for Writing (Dear Zoo) • Making own story maps • Imitation and innovation • Continue to plan and write narratives. • Revisit learning on Non-Fiction texts e.g contents, glossary, index, labels, photos 	
	Ongoing – name writing, handwriting/letter formation/helicopter stories						
Maths	Children in Reception will:			Early Learning Goals			
	<ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10. • Select, rotate and manipulate shapes in order 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. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. 			Number	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 		
See termly overviews for mastery maths planning							

UW	Children in Reception will:		Early Learning Goals			
	<ul style="list-style-type: none"> • 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. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • 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. 		Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling 		
			People and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. 		
			The Natural World	<ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Past and present – My History (see document attached)	<ul style="list-style-type: none"> • Digital – using ipads to record models, work etc, technology walk/hunt, talking pegs, codapillar • Celebrations – recognising similarities and differences (Diwali, Christmas), talking about our own celebrations • Observing changes in our environment (Autumn/Winter) 	<ul style="list-style-type: none"> • Similarities and differences between dinosaurs • Talking about the past and understanding that it is not happening now • What happened to the dinosaurs? • Exploring bones and fossils • Digital – using search engines to find information • Using digital microscopes to explore fossils • Digital – using ‘clips’ app to record short film and add explanations and observations by recording speech (e.g bath bomb experiments) 	<ul style="list-style-type: none"> • Where do we live? What is it like? What can you see? How can we look after it and make it better? • What happens if we don’t care for our environment? • Making compost – changes and decay • Effects of plastic pollution on the animals and environment. • Sir David Attenborough • Digital – Using Ipads to record story telling / singing and music 	<ul style="list-style-type: none"> • Using our compost • Planting • Observing changes that happen to plants as they grow and die • What do plants need to be healthy? • Observing weather and seasons and describing the changes that occur. • Weather forecasts were invented by a scientist called Admiral Robert Fitzroy to keep sailors and fishermen safe a very long time ago. • Digital – Creating photo walks (supporting observations made of plants and weather) • Digital – using puppet pals to retell stories 	<ul style="list-style-type: none"> • Our world – countries and seas / globe • Different weather and climates around the world and how the animals and people that live there adapt. • Animal life cycles – what happens to a caterpillar over time • Sir David Attenborough - naturalist • Digital – using puppet pals to retell stories 	

EA&D	Children in Reception will:			Early Learning Goals			
	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 			Creating with Materials	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 		
	<ul style="list-style-type: none"> • Colour mixing • Sketching – still life, observational • Music and feelings • Music – tapping rhythms, changing sounds, matching sounds to feelings 	<ul style="list-style-type: none"> • Self portraits • Printing – shape and pattern (linked to Diwali) • Artist – Kandinsky (circles) • Music and movement 	<ul style="list-style-type: none"> • Sculpture (explore form and shape) • Sewing/threading 	<ul style="list-style-type: none"> • Process art • Box modelling (linked to reusing and recycling materials - make choices for purpose and explain) 	<ul style="list-style-type: none"> • Artist – Van Gogh (sunflowers) • Music – making sounds matching to animals/weather 	<ul style="list-style-type: none"> • Sketching (animals after visit from zoolab) • Pattern linked to animal patterns 	
Trips and visits		<ul style="list-style-type: none"> • The windmill – Little Red Hen Workshop • Cooking workshop 	<ul style="list-style-type: none"> • Ice Skating 		<ul style="list-style-type: none"> • Visit to Stonebridge City Farm 	<ul style="list-style-type: none"> • In school visit by Zoolab (exotic animals) 	