

Year: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Context for learning:	I wonder what is special about where I live?	I wonder what we celebrate and why?	I wonder what it was like to be a baby/child in the past?	I wonder what grows and how?	Freestyle	I wonder who inspires me?	
PSED Self-regulation/ Managing self/ Building relationships	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.						
	Being me in my world Who am I and how do I fit?	Celebrating difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing me Coping positively with change.	
Communication and Language Listening, attention and understanding/ Speaking *Some key vocabulary taken from the NHS Sp & Lang Toolkit – Early Word Checklist	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.						
	Key vocabulary Siblings, parents, community, locality, terraced houses, detached, semi detached, Beeston, England, Mosque, Church, apartments, flats, bungalow, upstairs, porch	Key vocabulary Celebrations, festivals, invitations, gifts, Diwali, Hindu, bonfire, sparkler, fireworks, Christmas, Christians	Key vocabulary Baby, toddler, child, teenager, adult, change, growth, similar, different	Key vocabulary Seed, leaf, stem, growth, change, alive, tadpoles, frogs, froglet, life cycle	Key vocabulary (Child led topic)	Key vocabulary Pioneer, hero, eco-warrior, ambition, career, hobby, aspire/aspiration	
Physical Development Gross motor skills/ Fine motor skills	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
	Gross motor skills Complete PE Locomotion – Jumping	Gross motor skills Complete PE Ball skills – Hands 2	Gross motor skills Complete PE Gymnastics – Moving	Gross motor skills Complete PE Dance-Ourselves	Gross motor skills Complete PE Attack v defence – Games for understanding	Gross motor skills Complete PE Locomotion	
	Fine motor skills Developing pencil grip Using paintbrushes	Fine motor skills Developing scissor control Developing pencil grip	Fine motor skills Developing letter formation Using small tools for joining	Fine motor skills Developing letter formation	Fine motor skills Correct letter formation	Fine motor skills Correct letter formation	

	Drawing patterns Drawing figures	Drawing patterns Drawing figures		Using thin paintbrushes	Drawing recognisable people and objects	Drawing recognisable people and objects
Literacy Comprehension/ Word reading/ Writing	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	Comprehension Text: Goldilocks and the Three Bears Trad Owl Babies Martin Waddell All join in Quentin Blake	Comprehension Text: Rama and Sita Trad Stickman Julia Donaldson The Nativity Trad Wriggle and roar Julia Donaldson	Comprehension Text: Peepo Janet and Alan Ahlberg Once There Were Giants Martin Wadell We're going on a bear hunt Michael Rosen Out and about Shirley Hughes	Comprehension Text: The Tiny Seed Eric Carle The Very Hungry Caterpillar Eric Carle Supertato Sue Hendra Zim Zam Zoom James Carter	Comprehension Text: All join in Quentin Blake	Comprehension Text: Naughty bus Jan and Jerry Oke 'Little people, big dreams' series Zim Zam Zoom James Carter
	Floppy's Phonics Phase 2 satpinmdgock Tricky words Pink words	Floppy's Phonics Phase 2 ckeurhbf,ff,l,ll,ss Tricky words Pink and red words	Floppy's Phonics Phase 3 jvwxyz Tricky words Red and green words	Floppy's Phonics Phase 3 z, qu, ch Tricky words Green and yellow words	Floppy's Phonics Phase 3 sh, th, ng Tricky words Blue words	Floppy's Phonics Phase 3 cks, tch, nk, ai, ee, igh Tricky words Blue and purple words
	Writing Name writing, mark making, cvc words	Writing cvc words, captions, labels	Writing Lists, labels, captions. Simple sentences using cvc words and tricky words	Writing Simple sentences using cvc words and tricky words	Writing Simple sentences using cvc words and tricky words	Writing Early narrative writing, retelling stories
Maths Numbers/ Numerical patterns	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you Baseline assessments Just like me! Match and sort/compare amounts/compare size, mass and capacity/Exploring pattern	It's me 123! Representing, comparing and composition of 123/circles and triangles/positional language Light and Dark Numbers to 5/one more, one less/shapes with 4 sides/time	Alive in 5! Introducing zero/comparing numbers to 5/composition of 4 and 5/compare mass and capacity Growing 678 6, 7 and 8/making pairs/combining two groups/length, height, time	Building 9 and 10 9 and 10/comparing numbers to 10/bonds to 10/3D shape/pattern Consolidation	To 20 and beyond Numbers to 20/matching shapes and patterns First, then, now Adding more and taking away/number stories/combining and separating shapes	Find my pattern Doubling/sharing/odds and evens/replicating models/positional language On the move Solving problems/pattern/map making

		Consolidation				
Understanding the World Past and present/ People, culture and communities/ The natural world	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Past and present Where I live Where I live and the local community	Past and present Celebrations	Past and present How I’m changing What can I do now? What is unique about me?	Past and present How things grow and change Growing seeds and watching tadpoles grow and change David Attenborough	Past and present	Past and present Famous pioneers Martin Luther King Greta Thunberg Marie Curie Stephen Hawking
	People, culture and communities My locality Who I live with and where	People, culture and communities Celebrations How we celebrate special times	People, culture and communities	People, culture and communities	People, culture and communities	People, culture and communities
	The natural world	The natural world	The natural world	The natural world How things grow and change Growing seeds and watching tadpoles change	The natural world	The natural world
Expressive Arts and Design Creating with materials/ Being imaginative and expressive	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Creating with materials Ourselves Self-portraits. Artist inspiration: Clarice Cliff	Creating with materials	Creating with materials Change Changing colours, changing sounds Artist study: Mark Rothko	Creating with materials Natural sculptures Using natural resources to make 3D pieces Artist inspiration: Andy Goldsworthy/Giuseppe Arcimboldo	Creating with materials (child led topic)	Creating with materials

	Being imaginative and expressive	Being imaginative and expressive Music and songs from around the world Music from different cultures and celebrations	Being imaginative and expressive	Being imaginative and expressive	Being imaginative and expressive (child led topic)	Being imaginative and expressive Famous artists Looking, listening and appreciating work by different artists in different genre
Music (with specialist teacher)	Start/stop Loud/quiet Fast/slow Shake/tap/bells Mouse rhymes and songs	Start/stop Loud/quiet Fast/slow Shake/tap/bells Mouse rhymes and songs	Story telling (Bears, Bear Hunt, Sid the Snail junk instruments) Chinese New Year	Recap start/stop, exploring instrumental sounds – scrapers, tambourines, drums, chime bars, bells Music Band Sid the Snail instruments choosing sounds to fit story (to plan) Pirates	Jolly Music Finding singing voice, differentiate between song and rhyme Outside songs – jump jim joe, see saw choose an instrument you can play, x3 what's your favourite?	Train journey rap Jolly Music opposites; tempo, pitch, listening and moving – carnival of the animals, elephant march from jungle book
Parental links	Induction Curriculum meeting Stay and Play-phonics	Parent meetings Maths/Reading meeting Nativity performance Stay and Play-Christmas party	Class assemblies Stay and Play-Maths	Parent meetings Stay and Play-Kenya	Stay and Play-Eid	Stay and Play-graduation Reports Sports Day
Visits/Visitors	Local walk	Indian dancing Pantomime/Rainbow Factory Hindu parents	Parent with a baby/health visitor Baby clinic	Farm/garden centre		School trip Firefighter/police officer visitors Parent occupations