

Year: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Context for learning:</b>	<b>I wonder what is special about where I live?</b>	<b>I wonder what we celebrate and why?</b>	<b>I wonder what it was like to be a baby/child in the past?</b>	<b>I wonder what grows and how?</b>	<b>Freestyle</b>	<b>I wonder who inspires me?</b>	
<b>PSED</b> 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.						
	<b>Being me in my world</b> Who am I and how do I fit?	<b>Celebrating difference</b> Respect for similarity and difference. Anti-bullying and being unique.	<b>Dreams and goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Healthy me</b> Being and keeping safe and healthy.	<b>Relationships</b> Building positive, healthy relationships.	<b>Changing me</b> Coping positively with change.	
<b>Communication and Language</b> 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.						
	<b>Key vocabulary</b> Siblings, parents, community, locality, terraced houses, detached, semi detached, Beeston, England, Mosque, Church, apartments, flats, bungalow, upstairs, porch	<b>Key vocabulary</b> Celebrations, festivals, invitations, gifts, Diwali, Hindu, bonfire, sparkler, fireworks, Christmas, Christians	<b>Key vocabulary</b> Baby, toddler, child, teenager, adult, change, growth, similar, different	<b>Key vocabulary</b> Seed, leaf, stem, growth, change, alive, tadpoles, frogs, froglet, life cycle	<b>Key vocabulary</b> (Child led topic)	<b>Key vocabulary</b> Pioneer, hero, eco-warrior, ambition, career, hobby, aspire/aspiration	
<b>Physical Development</b> 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.						
	<b>Gross motor skills</b> <b>Complete PE</b> <b>Locomotion – Jumping</b>	<b>Gross motor skills</b> <b>Complete PE</b> <b>Ball skills – Hands 2</b>	<b>Gross motor skills</b> <b>Complete PE</b> <b>Gymnastics – Moving</b>	<b>Gross motor skills</b> <b>Complete PE</b> <b>Dance-Ourselves</b>	<b>Gross motor skills</b> <b>Complete PE</b> <b>Attack v defence – Games for understanding</b>	<b>Gross motor skills</b> <b>Complete PE</b> <b>Locomotion</b>	
	<b>Fine motor skills</b> Developing pencil grip Using paintbrushes	<b>Fine motor skills</b> Developing scissor control Developing pencil grip	<b>Fine motor skills</b> Developing letter formation Using small tools for joining	<b>Fine motor skills</b> Developing letter formation	<b>Fine motor skills</b> Correct letter formation	<b>Fine motor skills</b> Correct letter formation	

	Drawing patterns Drawing figures	Drawing patterns Drawing figures		Using thin paintbrushes	Drawing recognisable people and objects	Drawing recognisable people and objects
<b>Literacy</b> 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).					
	<b>Comprehension</b> <b>Text: Goldilocks and the Three Bears</b> Trad <b>Owl Babies</b> Martin Waddell <b>All join in</b> Quentin Blake	<b>Comprehension</b> <b>Text: Rama and Sita</b> Trad <b>Stickman</b> Julia Donaldson <b>The Nativity</b> Trad <b>Wriggle and roar</b> Julia Donaldson	<b>Comprehension</b> <b>Text: Peepo</b> Janet and Alan Ahlberg <b>Once There Were Giants</b> Martin Wadell <b>We're going on a bear hunt</b> Michael Rosen <b>Out and about</b> Shirley Hughes	<b>Comprehension</b> <b>Text: The Tiny Seed</b> Eric Carle <b>The Very Hungry Caterpillar</b> Eric Carle <b>Supertato</b> Sue Hendra <b>Zim Zam Zoom</b> James Carter	<b>Comprehension</b> <b>Text: All join in</b> Quentin Blake	<b>Comprehension</b> <b>Text: Naughty bus</b> Jan and Jerry Oke <b>'Little people, big dreams'</b> series <b>Zim Zam Zoom</b> James Carter
	<b>Floppy's Phonics Phase 2</b> satpinmdgock <b>Tricky words</b> Pink words	<b>Floppy's Phonics Phase 2</b> ckeurhbf,ff,l,ll,ss <b>Tricky words</b> Pink and red words	<b>Floppy's Phonics Phase 3</b> jvwxyz <b>Tricky words</b> Red and green words	<b>Floppy's Phonics Phase 3</b> z, qu, ch <b>Tricky words</b> Green and yellow words	<b>Floppy's Phonics Phase 3</b> sh, th, ng <b>Tricky words</b> Blue words	<b>Floppy's Phonics Phase 3</b> cks, tch, nk, ai, ee, igh <b>Tricky words</b> Blue and purple words
	<b>Writing</b> Name writing, mark making, cvc words	<b>Writing</b> cvc words, captions, labels	<b>Writing</b> Lists, labels, captions. Simple sentences using cvc words and tricky words	<b>Writing</b> Simple sentences using cvc words and tricky words	<b>Writing</b> Simple sentences using cvc words and tricky words	<b>Writing</b> Early narrative writing, retelling stories
<b>Maths</b> 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.					
	<b>Getting to know you</b> Baseline assessments <b>Just like me!</b> Match and sort/compare amounts/compare size, mass and capacity/Exploring pattern	<b>It's me 123!</b> Representing, comparing and composition of 123/circles and triangles/positional language <b>Light and Dark</b> Numbers to 5/one more, one less/shapes with 4 sides/time	<b>Alive in 5!</b> Introducing zero/comparing numbers to 5/composition of 4 and 5/compare mass and capacity <b>Growing 678</b> 6, 7 and 8/making pairs/combining two groups/length, height, time	<b>Building 9 and 10</b> 9 and 10/comparing numbers to 10/bonds to 10/3D shape/pattern <b>Consolidation</b>	<b>To 20 and beyond</b> Numbers to 20/matching shapes and patterns <b>First, then, now</b> Adding more and taking away/number stories/combining and separating shapes	<b>Find my pattern</b> Doubling/sharing/odds and evens/replicating models/positional language <b>On the move</b> Solving problems/pattern/map making

		<b>Consolidation</b>				
<b>Understanding the World</b> 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.					
	<b>Past and present</b> <b>Where I live</b> Where I live and the local community	<b>Past and present</b> <b>Celebrations</b>	<b>Past and present</b> <b>How I’m changing</b> What can I do now? What is unique about me?	<b>Past and present</b> <b>How things grow and change</b> Growing seeds and watching tadpoles grow and change David Attenborough	<b>Past and present</b>	<b>Past and present</b> <b>Famous pioneers</b> Martin Luther King Greta Thunberg Marie Curie Stephen Hawking
	<b>People, culture and communities</b> <b>My locality</b> Who I live with and where	<b>People, culture and communities</b> <b>Celebrations</b> How we celebrate special times	<b>People, culture and communities</b>	<b>People, culture and communities</b>	<b>People, culture and communities</b>	<b>People, culture and communities</b>
	<b>The natural world</b>	<b>The natural world</b>	<b>The natural world</b>	<b>The natural world</b> <b>How things grow and change</b> Growing seeds and watching tadpoles change	<b>The natural world</b>	<b>The natural world</b>
<b>Expressive Arts and Design</b> 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.					
	<b>Creating with materials</b> <b>Ourselves</b> Self-portraits. Artist inspiration: Clarice Cliff	<b>Creating with materials</b>	<b>Creating with materials</b> <b>Change</b> Changing colours, changing sounds Artist study: Mark Rothko	<b>Creating with materials</b> <b>Natural sculptures</b> Using natural resources to make 3D pieces Artist inspiration: Andy Goldsworthy/Giuseppe Arcimboldo	<b>Creating with materials</b> (child led topic)	<b>Creating with materials</b>

	Being imaginative and expressive	Being imaginative and expressive <b>Music and songs from around the world</b> 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 <b>Famous artists</b> Looking, listening and appreciating work by different artists in different genre
<b>Music</b> (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
<b>Parental links</b>	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
<b>Visits/Visitors</b>	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