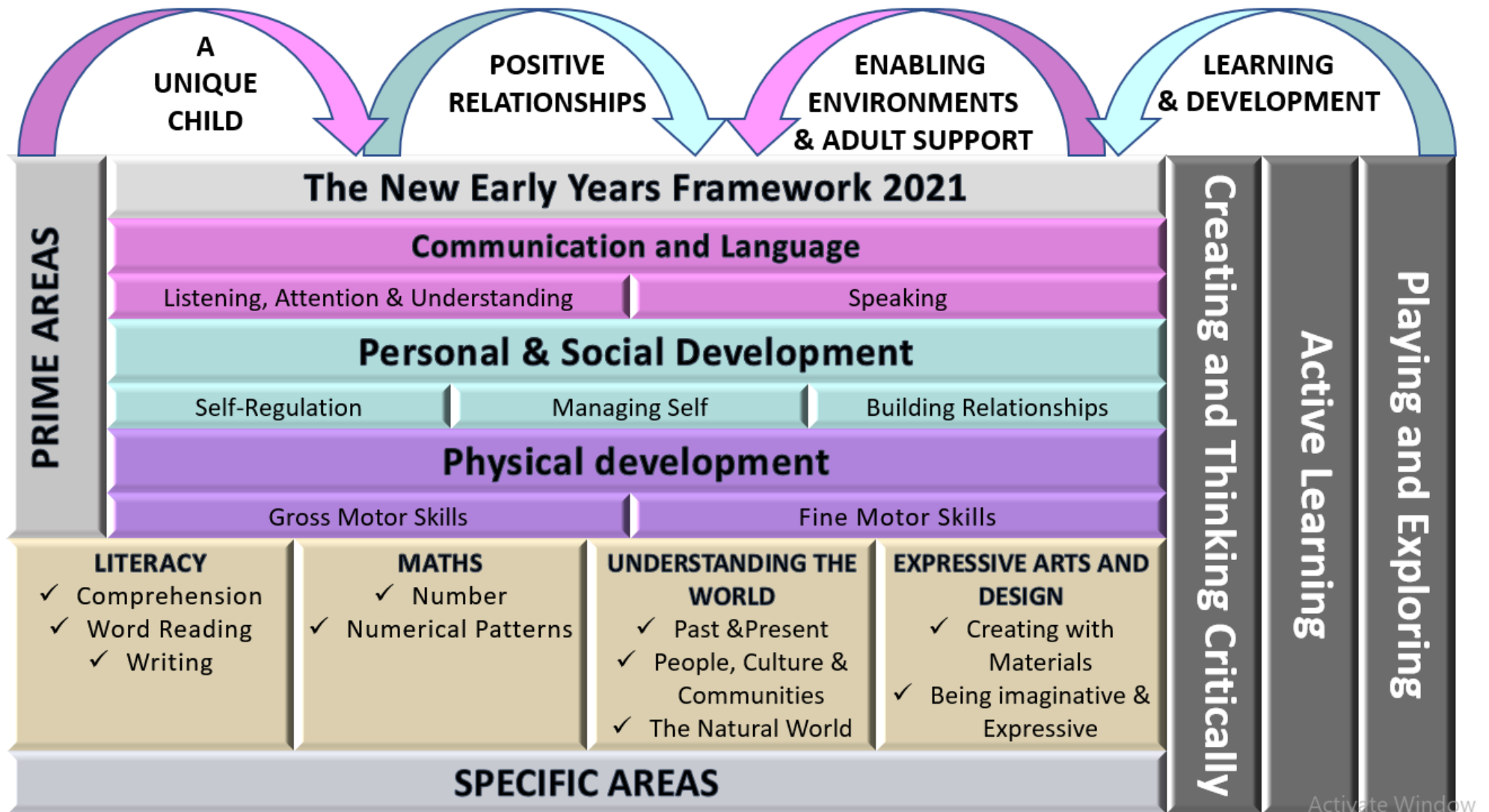


Reception Curriculum Sequencing and Structure 2026 – 2027



The Characteristics of Effective Teaching and Learning.

The Characteristics of Effective Teaching and Learning describe how children learn, rather than what they learn. Practitioners should consider these characteristics when planning, observing and assessing children's learning. The Characteristics of Effective Teaching and Learning help practitioners understand and support children as confident, resilient, independent learners. They focus on developing skills that will support learning throughout school and later life.

- Playing and Exploring = *Engagement*
- Active Learning = *Motivation*
- Creating and Thinking Critically = *Thinking*

Playing and Exploring	Active Learning	Creating and Thinking Critically
Children investigate and experience things and 'have a go'.	Children concentrate, keep on trying when they encounter difficulties, and enjoy achievements.	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
• Realise that their actions influence the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. • Make independent choices. Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.	• Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult.	• Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems. • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
What it might look like: • A child independently chooses resources to build a bridge. • A child explores how different materials float or sink. • A child takes risks and tries a challenging activity.	What it might look like: • A child repeatedly practises writing their name. • A child keeps trying to complete a puzzle despite setbacks. • A child celebrates successfully fastening their own coat.	What it might look like: • A child decides which resources might make the strongest tower. • A child explains how a previous experience helped solve a problem. • A child changes their strategy when something doesn't work.

Progression through the EYFS

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
Communication and Language	Enjoys and joins in with songs, rhymes and repetitive stories. Takes part in back-and-forth interactions through sounds, facial expressions and gestures. Understands and responds to simple instructions and familiar words. Uses single words and emerging phrases to communicate needs, make choices and comment on experiences. Pays attention to	Listens to and talks about stories, extending vocabulary through meaningful experiences. Understands and follows instructions containing two-part ideas. Uses sentences of four to six words or more. Engages in conversations, taking turns in interactions. Begins to explain events and experiences and use language to organise play and thinking.	Listens attentively in a range of situations; uses full sentences; explains ideas; asks and answers why and how questions; sustains conversations with adults and peers. Understands and uses an increasing range of vocabulary. Retells stories using key events and language from texts. Participates in extended conversations, building on what others say. Uses talk to solve problems, explain thinking and predict outcomes.	Listening, Attention and Understanding 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.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
	familiar adults and activities for increasing periods of time.			Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking 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.
Personal, Social and Emotional Development	Seeks comfort from familiar adults; begins to express emotions; plays alongside others; shows growing independence in self-care routines. Shows increasing preference for familiar adults. Begins to recognise and express a range of emotions. Explores alongside other children and develops a growing sense of self. Attempts simple self-care routines with support.	Forms relationships with adults and peers; developing friendships; begins to manage emotions; follows simple rules; beginning to take turns. Seeks out friendships and familiar peers. Begins to understand the feelings of others. Develops confidence in selecting activities independently. Increasingly follows routines and expectations with reminders.	Builds secure friendships; regulates emotions and behaviour independently; follows rules consistently; resolves conflicts; shows resilience and independence. Demonstrates independence in choosing resources and managing tasks. Shows perseverance when challenges arise. Reflects on behaviour and its impact on others. Manages transitions and changes in routine with increasing confidence.	Self-Regulation 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 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 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
Physical Development	Crawls, walks, runs and climbs; develops coordination; feeds self with increasing independence; explores mark making using whole-arm movements. Climbs, balances and moves in a variety of ways. Develops body strength through pushing, pulling, carrying and lifting. Uses large arm movements for painting and mark making. Begins to use one-handed tools and feeding equipment independently.	Moves confidently; develops gross motor skills and core strength; uses tools with growing control; early mark making. Develops coordination through running, jumping, negotiating space and using wheeled toys. Uses one-handed tools with increasing control. Develops shoulder, elbow and wrist stability needed for later writing.	Moves with coordination, balance and confidence; demonstrates secure core strength; uses a tripod grip effectively; forms letters accurately and with control. Demonstrates strength, balance and coordination in a range of physical activities. Uses a comfortable tripod grip for most writing tasks. Shows increasing precision when drawing, cutting and forming letters.	Gross Motor Skills 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.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
				Fine Motor Skills 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.
Literacy	Shares books with adults; enjoys rhymes and songs; notices pictures and symbols; gives attention to favourite stories. Enjoys sharing books and handling them appropriately. Notices and responds to environmental sounds, rhythm and rhyme. Joins in with repeated words and actions in familiar stories.	Enjoys books and stories; recognises own name; gives meaning to marks; Notices and joins in with rhyme, alliteration and environmental sounds; begins to hear and identify initial sounds in words. Recognises rhyme and alliteration. Hears and identifies initial sounds in words. Understands that print carries meaning. Gives meaning to marks and drawings during play.	Reads words and simple sentences using phonics; retells familiar stories; writes recognisable letters, words and simple phrases. Applies phonic knowledge to read and write unfamiliar words. Discusses characters, settings and events from stories. Re-reads simple texts to build fluency and confidence.	Comprehension 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 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 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.
Mathematics	Explores quantity through play; notices changes in amounts; joins in with counting songs; begins to sort and match objects. Notices differences in quantity such as 'more' and 'lots'. Explores filling, emptying, transporting and comparing amounts through play. Joins in with finger rhymes and counting songs.	Counts small sets; subitises to 3; explores shape, pattern and measure through play. Develops counting principles through practical experiences. Subitises small quantities to three. Explores composition of small numbers through play. Sorts, matches and compares objects according to size, colour and other attributes.	Understands numbers to 10; recalls number bonds; compares quantities; explains patterns and mathematical relationships. Understands that numbers can be composed and decomposed in different ways. Automatically recalls key number facts within five. Explores patterns, doubles and relationships between numbers to ten. Uses mathematical language to explain thinking.	Number 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 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.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
				Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the World	Explores objects using senses; notices familiar people and places; enjoys outdoor exploration; begins to notice changes in the environment. Explores natural and made environments using all senses. Notices changes and patterns in familiar routines and environments. Shows curiosity about how things work.	Talks about family and familiar people; explores the environment and nature; notices similarities and differences between people. Talks about significant events and family experiences. Explores similarities and differences between people, places and living things. Investigates change in the natural world through firsthand experiences.	Compares past and present; understands communities and cultures; explores life cycles, seasons and changes in the natural world. Draws on experiences, stories and non-fiction texts to explain similarities and differences. Uses observation skills to make predictions and describe changes over time. Develops awareness of maps, communities and wider environments.	Past and Present 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, Culture and Communities 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, non-fiction texts and (when appropriate) maps. The Natural World 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
Expressive Arts and Design	Explores sounds, colours, textures and movement; joins in with action songs; engages in simple pretend play. Explores materials using all senses. Repeats actions and movements during music and play. Uses objects and actions to represent experiences in simple pretend play.	Explores materials and media; joins songs and rhymes; engages in simple role play and imaginative experiences. Combines materials for a purpose. Creates simple representations and narratives through drawing, construction and role play. Experiments with musical sounds, rhythms and movement.	Plans and refines creations; uses a range of materials purposefully; performs stories and songs; sustains imaginative play with increasing complexity. Selects resources independently to realise ideas. Adapts and develops creations over time. Sustains imaginative narratives collaboratively with peers, drawing on experiences, stories and knowledge.	Creating with Materials 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 Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.

Area of Learning	Pre-Nursery (0-3 Years)	Nursery	Reception	Reception ELGs
				Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development and is fundamental to children's thinking, learning and future success. We provide a language-rich environment in which children are immersed in meaningful conversations and given frequent opportunities to listen, speak and communicate with others. Through high-quality interactions, adults model language, introduce new vocabulary and extend children's responses. Children are encouraged to engage in back-and-forth conversations, express their thoughts and ideas, ask questions and talk about their experiences. Stories, rhymes, songs, role play and non-fiction texts are carefully chosen to broaden children's language and deepen their understanding of the world around them. As children progress through Reception, they develop their listening and attention skills, build a wide and varied vocabulary, learn to speak in well-formed sentences and become increasingly confident communicators. Through storytelling, discussion and sustained shared thinking, children learn to explain their ideas, make connections, reason and engage in meaningful conversations with adults and peers. By the end of Reception, children will be able to listen attentively, respond appropriately, participate in discussions, use a rich and varied vocabulary and express their ideas clearly using full sentences, providing a strong foundation for future learning.

Progression Overview: Foundations → Listening & Vocabulary → Expression → Storytelling → Discussion → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Settling and Foundations	Developing Attention and Vocabulary	Developing Understanding and Expressing Ideas	Developing Story Language and Retelling	Using Language for Explanation and Discussion	ELG
Key Learning	Enjoy listening to longer stories and remember key events. Follow simple two-part instructions. Use an increasing range of vocabulary. Sing familiar songs and join in with rhymes. Speak in sentences of 4–6 words. Begin conversations with adults and peers. Use talk in play to organise ideas and actions. Maintain attention during short whole-class activities. Learn and follow classroom routines using verbal prompts. Build confidence to communicate needs and preferences.	Understand how to listen carefully and why listening is important. Learn and use new vocabulary throughout the day. Learn the meaning of new words through stories, songs, conversations and play. Ask questions to gain information and clarify understanding. Engage in story times and discussions. Listen carefully to rhymes and songs, noticing sounds and patterns. Respond appropriately to simple "how" and "why" questions with adult support. Build confidence in speaking to adults and peers.	Articulate ideas and thoughts in well-formed sentences. Connect ideas using and, because and so. Describe events and experiences in increasing detail. Recall and talk about recent experiences in sequence. Use descriptive vocabulary to talk about people, places and objects. Use talk to organise thinking and solve problems. Develop and use social phrases in different contexts. Continue to broaden vocabulary through stories and play.	Listen to and discuss stories to deepen understanding. Retell familiar stories using beginning, middle and end. Retell familiar stories using key vocabulary and story language. Sequence familiar events and stories using appropriate language. Join in with repeated refrains and repeated language patterns. Use new vocabulary in a range of contexts. Begin to explain ideas and make predictions about stories and events. Sustain conversations for longer periods.	Explain how things work and why events happen. Offer opinions and points of view using appropriate vocabulary. Justify ideas using because. Listen to and respond to the views of others. Engage with non-fiction texts and discuss new learning. Answer and ask questions about what they have heard. Use recently learned vocabulary independently across the curriculum. Take part confidently in small-group discussions.	<u>Listening, Attention and Understanding</u> 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. <u>Speaking</u> 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.

Personal, Social and Emotional Development

Children's personal, social and emotional development is at the heart of everything we do and underpins their learning across all areas of the EYFS curriculum. We provide a nurturing, supportive environment where children develop secure relationships with adults and peers, enabling them to feel safe, valued and ready to learn. Through carefully planned experiences, children learn to recognise, understand and manage their emotions, develop a positive sense of self, build confidence and resilience, and persevere when faced with challenges. They are encouraged to set simple goals, make choices, take increasing responsibility for their actions and develop independence in meeting their own personal needs. Adult modelling and guidance support children to make healthy choices, understand the importance of physical and emotional wellbeing, and develop good self-care habits. Through play, collaboration and shared experiences, children learn how to build positive

relationships, work cooperatively, take turns, show empathy and resolve conflicts respectfully. By the end of Reception, children will have developed the self-regulation, independence and relationship skills needed to become confident, resilient learners, providing strong foundations for success in school and later life.

Progression Overview: Belonging & Routines → Confidence & Relationships → Emotional Awareness → Self-Regulation → Independence & Wellbeing → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Settling and Foundations	Building Confidence & Relationships	Understanding Feelings & Self-Awareness	Self-Regulation & Responsibility	Independence, Resilience & Healthy Choices	ELG
Key Learning	Settling in, belonging and learning routines Select and use activities and resources with support. Begin to develop a sense of belonging within the class community. Become more confident with unfamiliar adults and children. Play alongside and with others. Begin to follow routines and simple rules. Talk about basic feelings. Develop independence with personal care. Begin making healthy choices.	Learning to work and play with others Build positive relationships with adults and peers. Become more outgoing in new situations Extend and develop play with others. Learn to take turns and share resources. Begin solving simple conflicts with support. Express feelings using appropriate vocabulary. Recognise that others may feel differently.	Recognising emotions and developing self-confidence See themselves as a valuable individual. Express feelings and begin to consider the feelings of others. Build constructive and respectful relationships. Develop confidence when trying new activities. Understand how behaviour affects others. Identify emotions and begin to manage responses.	Managing behaviour and understanding expectations Show resilience when faced with challenge. Persevere with difficult tasks. Follow rules independently. Understand why rules are important. Think about the perspectives of others. Talk through conflicts and seek solutions. Begin moderating emotions in social situations.	Taking responsibility for self and wellbeing Manage personal needs with increasing independence. Demonstrate resilience and perseverance. Make informed healthy choices. Understand factors that support wellbeing, including: - Physical activity - Healthy eating - Oral health - Sleep - Screen time - Road safety Show increasing responsibility for behaviour and choices.	Self-Regulation 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 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 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.

Physical Development

Physical development is fundamental to children's health, wellbeing and overall development. We provide a stimulating environment where children can develop the strength, coordination, control and confidence needed to lead active and healthy lives. Through a balance of adult-led and child-initiated opportunities, children are encouraged to explore movement, take risks, build resilience and develop positive attitudes towards physical activity. Children develop their gross motor skills through a range of indoor and outdoor experiences that promote balance, coordination, agility, core strength and spatial awareness. Opportunities to climb, run, jump, balance, dance and participate in games help children gain increasing control over their bodies and support their social and emotional wellbeing. Alongside this, children strengthen their fine motor skills through repeated opportunities to manipulate tools and materials, engage in creative activities, solve puzzles, construct models and develop hand-eye coordination. These experiences build the control, precision and stamina needed for writing and other everyday tasks. By the end of Reception, children will demonstrate confidence, coordination and control in both gross and fine motor activities and will understand the importance of maintaining a healthy lifestyle.

Progression Overview: Fundamental Movement → Coordination & Control → Strength & Precision → Movement & Manipulation → Independence & Fluency → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Fundamental Movement	Coordination & Control	Strength & Precision	Movement & Manipulation	Independence & Fluency	ELG
Key Learning	Building confidence in movement Develop confidence in moving safely around the environment. Explore a range of movements including running, jumping, climbing and balancing. Develop core strength and spatial awareness. Use large and small equipment safely. Engage in fine motor activities such as threading, puzzles and construction. Begin to develop independence in self-care routines.	Developing coordination and control. Move with increasing control and coordination. Develop balance and body awareness. Negotiate space successfully when playing with others. Use one-handed tools with growing confidence. Develop hand strength through a variety of fine motor activities. Put on coats and clothing with increasing independence.	Developing strength and precision Develop overall body strength, balance and coordination. Travel using different movements with control. Use small tools effectively. Develop pencil grip and control. Manipulate materials with increasing precision. Show increasing independence in managing personal needs.	Combining movement and manipulation skills. Combine movements with confidence and coordination. Participate in games requiring agility and control. Develop accuracy when throwing, catching and aiming. Use scissors and other tools safely and effectively. Develop fluency in mark making and early writing movements. Understand the importance of exercise and healthy habits.	Move confidently in a variety of ways. Demonstrate control when balancing, travelling and negotiating space. Use a range of tools competently and safely. Develop writing stamina and fine motor endurance. Manage personal hygiene and self-care independently. Understand how healthy choices support wellbeing.	Gross Motor Skills 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 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.

Literacy

Literacy is at the heart of learning and provides children with the foundations they need to become confident readers, writers and communicators. We aim to foster a lifelong love of reading by immersing children in high-quality stories, poetry, rhymes and non-fiction texts that spark curiosity, imagination and enjoyment. Children develop their language comprehension through meaningful conversations, shared reading experiences and opportunities to discuss, retell and respond to texts. Adults model rich vocabulary and language structures, helping children to understand and use new words within a variety of contexts. Alongside this, children are taught the essential skills of word reading through a systematic phonics programme. They learn to recognise letters and sounds, decode unfamiliar words and develop increasing fluency when reading familiar texts. Regular re-reading of books builds confidence, accuracy and understanding. Writing develops through a combination of transcription and composition. Children learn to form letters correctly, represent sounds through spelling and write for a range of purposes. As their confidence grows, they begin to articulate ideas orally before recording them in writing, creating simple phrases and sentences that communicate meaning. By the end of Reception, children will be able to apply their phonic knowledge to read and write independently, demonstrate understanding of what they have read and communicate their ideas through writing, providing strong foundations for future literacy learning.

Progression Overview: Print Awareness & Phonological Skills → Early Decoding & Writing → Reading and Writing Fluency → Comprehension & Sentence Writing → Independent Reading & Writing → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Foundations of Literacy	Early Word Reading & Writing	Developing Reading and Writing Fluency	Reading for Meaning and sentence writing	Independent Application	ELG
Key Learning	Understand the five key concepts about print: - Print carries meaning. - Print has different purposes. - English text is read left to right and top to bottom. - Understand the parts of a book. - Understand page sequencing. Develop phonological awareness by: - Spotting and suggesting rhymes. - Clapping syllables in words. - Identifying initial sounds.	Read individual letters by saying the sounds for them. Begin blending sounds to read simple words. Begin to represent sounds in writing. Write simple words using known phonemes.	Read simple words and phrases using known letter-sound correspondences. Continue blending sounds fluently. Read letter groups that represent one sound. Re-read familiar texts to build confidence. Increase automatic recognition of common exception words.	Read simple sentences with increasing fluency. Discuss stories and characters. Retell familiar stories using story language. Use vocabulary from stories in play and discussion. Write simple captions and labels. Develop confidence in independent writing.	Read simple books matched to phonic knowledge. Demonstrate understanding through discussion and retelling. Use recently taught vocabulary in spoken and written language. Write simple phrases and sentences independently. Write short sentences using a capital letter and full stop. Spell words using known phonics.	Comprehension 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Engage in conversations about stories and learn new vocabulary. Use print and letter knowledge in play and mark making. Write some or all of their name. Form some letters accurately.		Spell words by identifying and recording sounds. Write simple captions and labels. Develop confidence in independent writing. Read common exception words linked to the school's phonics programme. Form lower-case and capital letters correctly.	Re-read writing to check it makes sense.	Develop stamina and confidence as readers and writers.	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 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.

Mathematics

Developing a strong grounding in mathematics is essential to ensure children have the knowledge, skills and confidence needed to succeed in their future learning. We provide rich, practical and engaging mathematical experiences that encourage children to explore, investigate, reason and solve problems through play and purposeful teaching. Children develop a deep understanding of numbers through frequent opportunities to count, compare, explore patterns and recognise relationships between numbers. With manipulatives such as counters, cubes, tens frames and natural resources, children build secure number sense and develop fluency in counting, subitising and calculating. Alongside number, children develop their understanding of shape, space and measure through practical exploration and investigation. They are encouraged to notice patterns, make comparisons, describe relationships and use mathematical language to explain their thinking. Mathematics is woven throughout daily routines, continuous provision and adult-led learning, enabling children to apply their understanding in meaningful contexts. We encourage children to be curious, resilient and willing to take risks, fostering positive attitudes towards mathematics and helping them to see themselves as successful mathematicians. By the end of Reception, children will have a secure understanding of number to 10, recognise patterns and relationships, use mathematical vocabulary confidently and apply their knowledge to solve problems, providing strong foundations for future mathematical learning.

Progression Overview: Number Awareness & Counting → Number Sense & Comparison → Composition of Number → Pattern, Calculation & Reasoning → Application & Problem Solving → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Number Awareness & Early Mathematical Thinking	Number Sense & Comparison	Composition of Number	Pattern, Calculation & Reasoning	Application & Problem Solving	ELG
Key Learning	Develop fast recognition of up to 3 objects without counting (subitising). Recite numbers beyond 5. Count objects accurately to 5 using one-to-one correspondence. Understand that the last number counted tells us how many there are (cardinality). Represent numbers using fingers and objects to 5. Match numerals to quantities to 5. Explore marks, symbols and numerals.	Count objects, actions and sounds accurately. Continue to develop subitising skills. Link numerals to their cardinal number value. Count beyond 10. Compare numbers and quantities. Explore one more and one less within numbers to 10. Strengthen understanding of patterns and sequences. Continue identifying and creating repeating patterns.	Explore how numbers to 10 are made up of smaller numbers. Investigate part-whole relationships. Represent numbers in different ways using manipulatives. Compare sets and explain mathematical thinking. Develop automatic recall of number bonds to 5. Use mathematical language to explain patterns and relationships. Describe position and routes using mathematical language.	Explore addition and subtraction through practical activities. Use number bonds to support calculation. Explain mathematical thinking using appropriate vocabulary. Identify patterns within numbers. Continue, copy and create more complex repeating patterns. Use mathematical knowledge to solve simple problems. Compose and decompose shapes. Explore and name 3D shapes.	Apply counting, comparison and calculation skills in different contexts. Recall number bonds to 5 and some to 10. Explore doubles and equal groups. Solve practical problems involving number, shape, space and measure. Explain reasoning and make mathematical connections.	Number 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 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Solve practical mathematical problems to 5. Compare size Compare quantities using <i>more than</i> and <i>fewer than</i>. Identify, continue and create simple repeating patterns.	Compare length, weight and capacity. Select, rotate and manipulate shapes to solve problems. Explore and name 2D shapes.				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.

Understanding of the World

Understanding the World helps children make sense of their physical world, their community and their place within it. Through first-hand experiences, exploration and high-quality interactions, children develop the knowledge, skills and vocabulary needed to understand the world around them. We provide rich opportunities for children to explore their immediate environment, learn about people, places and communities, and develop an understanding of the natural world. Children are encouraged to ask questions, investigate, observe changes and make connections between their own experiences and the wider world. Through stories, non-fiction texts, visits, visitors and meaningful experiences, children learn about different cultures, traditions, occupations and ways of life. They develop an appreciation of diversity, recognise similarities and differences between people and communities, and begin to understand their role as responsible citizens. Children also explore technology as part of everyday life, learning how technology can support communication, learning and problem solving. Experiences in the natural world help children develop curiosity, observation skills and respect for living things and the environment. By the end of Reception, children will have a broad understanding of their local community, the wider world, the natural environment and technology, providing strong foundations for future learning.

Progression Overview: My World & Me → People, Places & Community → Exploring Change & Diversity → Investigating the World → Making Connections Across the World → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	My World & Me	People, Places & Community	Exploring Change & Diversity	Investigating the World	Making Connections Across the World	ELG
Key Learning	Use all senses to explore natural materials. Talk about observations using a wide vocabulary. Begin to understand their own life story and family history. Develop positive attitudes towards differences between people. Begin to learn about different countries and cultures. Talk about members of their immediate family and community. Name and describe familiar people. Begin to draw information from simple maps.	Discuss familiar events from the past using photographs and experiences. Understand that some places are special within communities. Recognise that people have different beliefs and celebrate special times in different ways. Learn about different cultural and religious traditions. Recognise similarities and differences between themselves and others.	Explore the natural world around them. Describe what they see, hear and feel outdoors. Observe changes in the environment. Ask questions and share observations about the wider world. Compare and contrast characters from stories, including figures from the past.	Understand the effects of changing seasons. Observe and discuss growth, change and natural processes. Begin to explain simple observations and make predictions. Develop scientific vocabulary through exploration. Explore how things work. Plant seeds and care for growing plants. Begin to understand plant and animal life cycles.	Recognise some environments that are different from their own. Compare life in this country with life in other countries. Develop understanding of life in different countries through stories and experiences. Use maps, stories and non-fiction texts to deepen understanding. Recognise similarities and differences between environments. Make links between past and present experiences.	Past and Present 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, Culture and Communities 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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						stories, non-fiction texts and (when appropriate) maps. The Natural World 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.

Expressive Arts and Design

Expressive Arts and Design enables children to explore their creativity, imagination and self-expression through a wide range of artistic experiences. We provide opportunities for children to engage with music, art, dance, role play, storytelling and design, helping them to communicate ideas, thoughts and feelings in a variety of ways. Children are encouraged to experiment with different materials, techniques and media, developing confidence in making choices and expressing themselves creatively. Through exploration and play, they learn to create with increasing purpose and intention, refining their ideas and evaluating their work. Regular exposure to high-quality stories, artwork, music, performances and cultural experiences broadens children's understanding of the world and inspires their own creativity. Through repeated opportunities to sing, perform, create, construct and imagine, children develop confidence, independence and the vocabulary needed to talk about their ideas and creations. By the end of Reception, children will be confident in expressing themselves through a range of creative media, using their imagination to create, perform and communicate their ideas.

Progression Overview: Exploring & Experimenting → Creating & Responding → Developing Skills & Imagination → Purposeful Creation & Performance → Expressing Ideas Independently → ELG Achievement

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	Exploring & Experimenting	Creating & Responding	Developing Skills & Imagination	Purposeful Creation & Performance	Expressing Ideas Independently	ELG
Key Learning	Take part in simple pretend play, using objects to represent other things. Begin to develop stories using small world equipment. Create imaginative small worlds with construction materials. Explore different materials freely and investigate how to use them. Develop their own ideas and select materials to express them. Join materials and explore textures. Create closed shapes with continuous lines.	Explore a wider range of artistic materials and techniques. Refine ideas through repeated exploration and practice. Begin to talk about what they have created. Develop confidence when singing with others. Listen and respond to different styles of music. Continue to develop imaginative play scenarios. Build on previous learning when creating artwork and models.	Use a variety of artistic effects to communicate ideas and feelings. Develop greater control when drawing, painting and modelling. Make thoughtful choices about colour, texture and materials. Create more detailed representations from imagination and experience. Sing familiar songs with increasing accuracy. Experiment with rhythm, movement and musical expression. Extend narratives in small-world and role-play activities.	Return to and improve previous creations. Refine ideas and develop representations further. Develop storylines within pretend play. Watch and talk about dance and performance. Express feelings and opinions about performances. Sing in groups, matching pitch and following melodies. Explore music and dance through solo and group performances.	Create collaboratively, sharing ideas, resources and skills. Express ideas and feelings through art, music, movement and role play. Select materials and techniques independently. Explain creative choices and discuss finished work. Perform songs, dances and stories confidently. Create original ideas through imaginative play and artistic experiences.	Creating with Materials 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 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Draw simple representations of people and objects. Use drawing to represent ideas, movement and sounds. Express emotions through drawing and painting. Explore colour and colour mixing. Listen attentively to sounds and respond to what they hear. Remember and sing familiar songs. Begin to match pitch and melody. Explore instruments to express feelings and ideas.					



THREE PEAKS
PRIMARY
ACADEMY
*Creative
Education
Trust*

Our Themes For The Year

Year Group

Reception

1

Marvellous Me



2

Autumn Adventures



3

Let's Celebrate



4

Winter Wonderland



5

Once Upon A Time



6

Saving The World



7

Spring Has Sprung



8

Go Jetters!



9

Growing and Changing

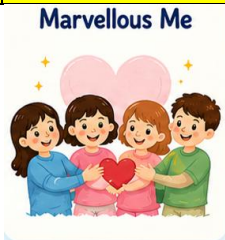


10

Summer Fun



Autumn 1

		Week Beginning 31 st August	Week Beginning 7 th September	Week Beginning 14 th September	Week Beginning 21 st September	Week Beginning 28 th September	Week Beginning 5 th October	Week Beginning 12 th October	Week Beginning 19 th October
Important Dates/Information		Bank Holiday Monday – 31 st August Inset – 1 st and 2 nd September Children start Wednesday 3 rd September on a part time basis till 9 th September	Complete school Baseline National Reception Baseline RWI start – following “Making a Strong Start” document. Teddy Bear day – 9 th Grandparents’ day – 13 th	Complete school Baseline National Reception Baseline Maths sessions start World Singing Day - 17 th Parent RWI workshop – 17 th	Complete school Baseline National Reception Baseline – Trust deadline – 25 th September. Day of Languages – 26 th	National Reception Baseline Black History Month	Black History Month World Mental Health Day – 10 th All school baseline data complete – 5 th .	Black History Month Harvest Festival collection for food bank Parent’s Evenings – 12 th and 14 th	Black History Month Harvest Festival collection for food bank
Theme		Marvellous Me 					Autumn Adventures 		
Super Start	Exciting End	Children’s favourite books to read (where possible)			Family Photos Album created		Wellie Walk in the local environment.		Possible Visit to the Farm
Possible lines of enquiry and possible key vocabulary		All About Me Who am I? What makes me special? What can my body do? Key vocabulary: me, myself, name, special, unique, similar, different, favourite, interests, grow, change, skill, proud, confident My Feelings and Wellbeing How am I feeling today? What makes me happy, excited, worried or calm? How can I look after myself? What can I do when I need help? Key vocabulary: feelings, emotions, happy, sad, excited, worried, nervous, angry, frustrated, calm, proud, disappointed, kind, caring, safe, healthy, wellbeing, relax, problem, solution, help, support My Body What are the different parts of my body? How do my senses help me learn about the world? Why is exercise important? How can I keep my body healthy? Key vocabulary: head, face, eyes, ears, nose, mouth, teeth, neck, shoulders, arms, elbows, hands, fingers, legs, knees, feet, toes, senses, sight, hearing, smell, taste, touch, observe, notice, explore, exercise, movement, active, healthy, hygiene, sleep, rest, nutrition, energy, heartbeat, muscles My Family and Home Who is in my family? How are families similar and different? What makes a house a home? What traditions and celebrations are important to my family? Key vocabulary: family, parents, mum, dad, carer, sibling, brother, sister grandparent, home, house, belong, love, care, tradition, celebration, memories My Friends and Community Who are the people who help me? What makes a good friend? How can we work and play together? Who belongs in our school community? Key vocabulary: friend, friendship, sharing, caring, teamwork, cooperate, take turns, listening, respect, kindness, helpful, fair, community, school, teacher, neighbour, helper Similarities and Differences					Discovering Autumn What happens when autumn arrives? What colours can we see in autumn? How do we know the seasons are changing? Key Vocabulary: autumn, season, weather, change, leaves, tree, falling, colour, red, orange, yellow, brown, breeze, wind, colder, daylight, harvest, observe, notice. Weather Watchers What is autumn weather like? What should we wear in different weather? Key Vocabulary: weather, forecast, rain, drizzle, cloud, windy, storm, sunshine, temperature, cold, mild, puddle, umbrella, waterproof, coat, boots, observe, seasonal Exploring Nature What can we find outside in autumn? Why do leaves change colour and fall from trees? What animals can we see at this time of year? Key Vocabulary: nature, environment, leaf, branch, twig, bark, seed, acorn, conker, pine cone, berries, woodland, habitat, explore, discover, investigate, wildlife, creature, observe. Woodland Adventures How can we care for nature? How can we safely explore the outdoors? Key Vocabulary: woodland, forest, nature, outdoors, habitat, wildlife, protect, care, respect, environment, safety, risk, explore, journey, adventure, trail, shelter, preserve. Animals in Autumn		

	How are we the same? How are we different? Why should we celebrate our differences? What can we learn from each other? Key vocabulary: same, different, similarities, differences, unique, appearance, hair, eyes, skin, diversity, respect, celebrate, culture, language, tradition, inclusion, belonging End-of-Topic Big Reflection "What makes me marvellous?" - This provides a wonderful opportunity for children to reflect on their strengths, achievements, interests and unique qualities while building confidence and positive self-esteem.	How do animals prepare for winter? Which animals hibernate? What food do animals collect in autumn? How do birds and other wildlife adapt to seasonal changes? Key Vocabulary: animal, wildlife, bird, squirrel, hedgehog, fox, habitat, food, collect, store, hibernate, migration, winter, survive, adapt, prepare, shelter, nest Harvest and Celebrations What is a harvest? Where does our food come from? How do people celebrate harvest? What autumn festivals do families celebrate? Key Vocabulary: harvest, farm, farmer, crop, field, fruit, vegetables, food, grow, gather, collect, celebrate, festival, community, thankful, sharing Autumn Treasures What can we create using natural materials? What patterns and textures can we find outdoors? How can we use our senses to explore autumn? Key Vocabulary: natural, materials, treasure, texture, pattern, rough, smooth, soft, hard, senses, sight, smell, touch, taste, hearing, create, design, artwork, collage. End-of-Topic Big Reflection "What makes autumn special?" - This enables children to reflect on the seasonal changes they have observed and the new discoveries they have made outdoors.
Core Texts	Colour Monster Families, Families, Families Funny Bones	Squirrels Autumn Search Leaf man
Core Songs	Heads, Shoulders, Knees and Toes If you're happy and you know it, clap your hands (change for different feelings)	Autumn Leaves are Falling Down Dingle Dangle Scarecrow Seasons Song for Kids (Autumn Version) Pancake Manor
Communication and Language	Enjoy listening to longer stories and remember key events. Follow simple two-part instructions. Use an increasing range of vocabulary. Sing familiar songs and join in with rhymes. Speak in sentences of 4–6 words. Begin conversations with adults and peers. Use talk in play to organise ideas and actions. Maintain attention during short whole-class activities. Learn and follow classroom routines using verbal prompts. Build confidence to communicate needs and preferences.	
Personal, Social and Emotional Development	Settling in, belonging and learning routines Select and use activities and resources with support. Begin to develop a sense of belonging within the class community. Become more confident with unfamiliar adults and children. Play alongside and with others. Begin to follow routines and simple rules. Talk about basic feelings. Develop independence with personal care. Begin making healthy choices. KAPOW PSHE SELF REGUALTION: MY FEELINGS: 1. IDENTIFYING MY FEELINGS 2. FEELING JARS 3. COPING STRATEGIES 4.DESCRIBING FEELINGS 5. FACIAL EXPRESSIONS 6. CREATING A CALM CORNER	
Physical Development	Building confidence in movement Develop confidence in moving safely around the environment. Explore a range of movements including running, jumping, climbing and balancing. Develop core strength and spatial awareness. Use large and small equipment safely. Engage in fine motor activities such as threading, puzzles and construction. Begin to develop independence in self-care routines.	
	Understand the five key concepts about print:	

	Express emotions through drawing and painting. Explore colour and colour mixing. Listen attentively to sounds and respond to what they hear. Remember and sing familiar songs. Begin to match pitch and melody. Explore instruments to express feelings and ideas.
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Autumn 2

	Week Beginning 2 nd November	Week Beginning 9 th November	Week Beginning 16 th November	Week Beginning 23 rd November	Week Beginning 30 th November	Week Beginning 7 th December	Week Beginning 15 th December
Important Dates/Information	Bonfire Night – 5 th November Diwali – 8 th November	Nursery Rhyme Week Remembrance Day – 11 th Children in Need – 13 th World Kindness Day – 13 th	Road Safety Week Anti-bullying Week World Hello Day – 21 st		Advent	Advent Christmas Jumper Day – 10 th All data complete – 11 th	Advent EYFS Christmas Event – 16 th Inset Day – 18 th
Theme	Let's Celebrate 						
Super Start	Exciting End	Arrival of a gift containing pictures and items links to celebrations (eg – items related to Fireworks, Diwali, Poppy, Party hat, Card, pictures of families together celebrating, Wedding items,, pictures of religious places and Christmas related – what are they?			Christmas Book Advent		
Possible lines of enquiry and possible key vocabulary	Why do people celebrate Bonfire Night? What is Bonfire Night? Why do people light bonfires and fireworks? How can we stay safe around fireworks? How do families celebrate Bonfire Night? Key vocabulary: Bonfire Night, fireworks, sparkler, bonfire, safety, light, dark, celebration, remember. How is Diwali celebrated? What is Diwali? Why is Diwali known as the Festival of Light? How do Hindu and Sikh families celebrate Diwali? What similarities are there between Diwali and celebrations in our Key	Light and Dark Why are the days getting shorter? What happens when it gets dark? How can we stay safe in the dark? Key Vocabulary: light, dark, day, night, sun, moon. Star, shadow, torch, safe Why do we remember? What does it mean to remember someone or something? Why do people wear poppies? Why is Remembrance Day special to many people? How can we show respect and kindness? Who helps to keep us safe today? How	What is a celebration? How do families celebrate special occasions? What does it mean to celebrate? What celebrations have I been part of? How do celebrations make us feel? What special events do families celebrate? How do families celebrate special occasions? What traditions are important in our families? How are family celebrations similar and different? What foods do families enjoy during celebrations? Why is food often an important part of celebrations and family gatherings? Possible celebrations explored – Birthdays, New baby celebrations, Family achievements and gatherings, Weddings and anniversaries, Cultural celebrations represented within the class Key vocabulary: celebrate, special, event, family, party, invite, achievement, memory, happiness, occasion, wedding, marriage,	What celebrations are important to different religions? Why are religious celebrations important? How do people celebrate special times in their faith? What makes celebrations similar and different? How can we respect different beliefs and traditions? Where might people go to celebrate? Celebrations explored - Guru Nanak Gurburab (Sikh), Hanukkah (Jewish), Christmas (Christian) Recall Diwali. Key vocabulary religion, faith, belief, tradition, respect, community, celebration, family, together	Why is Christmas celebrated? What is Christmas? Why is Christmas important to Christians? How do families prepare for Christmas? What traditions do people enjoy at Christmas? Key vocabulary: Christmas, Christian, Nativity, Jesus, Bethlehem, church, tradition, giving, kindness		

	vocabulary: Diwali, light, festival, Hindu, Sikh, diya, rangoli, celebration, family, tradition can we remember people who have helped others? What symbols help us remember? (e.g., the poppy) How can communities come together to remember? What does a two-minute silence mean? Key Vocabulary: remembrance, remember, poppy, respect, kindness, peace, bravery, courage, hero, help, community, together, thankful, gratitude, soldier, silence, memorial ceremony, bride, groom, family, tradition, promise, celebration, gathering, culture, special occasion, food, feast, meal, recipe, ingredients, cake, sharing, together, community		
	End-of-Topic Reflection "Why do people celebrate?" This provides a wonderful opportunity for children to reflect on the celebrations, traditions and special occasions they have explored, helping them to develop an understanding of their own experiences and those of others. Through learning about a range of family, cultural and religious celebrations, children can build respect for different beliefs and traditions while developing a sense of belonging, community and appreciation of diversity.		
Core Texts	Can't You Sleep, Little Bear? (Light and Dark) The Owl Who Was Afraid of the Dark (exploring darkness) Peppa's Firework Party (Bonfire Night) Binny Diwali or Dipal's Diwali (Diwali) Let's Celebrate! Special Days Around the World (comparing celebrations) Stick Man (Christmas) The Jolly Christmas Postman (Christmas) The Traditional Christmas Story (Christmas)		
Core Songs	Nursery Rhyme Week songs – Hickory Dickory Dock, Doctor Foster, Pussy Cat, Pussy Cat, Row Row Row Your Boat, 12345 Twinkle, Twinkle, Little Star 5 Little Fireworks This Little Light of Mine Rudolph the Red-Nosed Reindeer We Wish You a Merry Christmas		
Communication and Language	Understand how to listen carefully and why listening is important. Learn and use new vocabulary throughout the day. Learn the meaning of new words through stories, songs, conversations and play. Ask questions to gain information and clarify understanding. Engage in story times and discussions. Listen carefully to rhymes and songs, noticing sounds and patterns. Respond appropriately to simple "how" and "why" questions with adult support. Build confidence in speaking to adults and peers.		
Personal, Social and Emotional Development	Learning to work and play with others Build positive relationships with adults and peers. Become more outgoing in new situations Extend and develop play with others. Learn to take turns and share resources. Begin solving simple conflicts with support. Express feelings using appropriate vocabulary. Recognise that others may feel differently. KAPOW PSHE (BUILDING RELATIONSHIPS: SPECIAL RELATIONSHIPS: 1. MY FAMILY, 2. SPECIAL PEOPLE, 3. SHARING 4. I AM UNIQUE, 5. MY INTERESTS, 6. SIMILIARITIES AND DIFFERENCES		
Physical Development	Developing coordination and control. Move with increasing control and coordination. Develop balance and body awareness. Negotiate space successfully when playing with others. Use one-handed tools with growing confidence. Develop hand strength through a variety of fine motor activities. Put on coats and clothing with increasing independence.		

Literacy	Read individual letters by saying the sounds for them. Begin blending sounds to read simple words. Begin to represent sounds in writing. Write simple words using known phonemes.					
	RWI teaching will be based on the groups – following RWI planning					
Books/Poem to be read this half term Favourite 5/Poetry Basket	Children's Favourite Books					
	Sweep Stardust Amazing Mixed The Lion Inside Breezy Weather Who has seen the Wind Mice Wise Old Owl					
Mathematics	Count objects, actions and sounds accurately. Continue to develop subitising skills. Link numerals to their cardinal number value. Count beyond 10. Compare numbers and quantities. Explore one more and one less within numbers to 10. Strengthen understanding of patterns and sequences. Continue identifying and creating repeating patterns. Compare length, weight and capacity. Select, rotate and manipulate shapes to solve problems. Explore and name 2D shapes.					
	Book 2, Chapter 3, Episode 2 – Filling Volume	Book 2, Chapter 4, Episode 1 and Chapter 6 Episode 1 – Conceptual subitising within 5	Book 2, Chapter 5, Episode 1 – Moving simple shapes	Book 2, Chapter 7, Episode 1 – Identifying circles, squares and triangles	Book 2, Chapter 8, Episode 1 – Conceptual subitising to 7	Book 2, Chapter 9, Episode 1 – Recognising area covered Book 2, Chapter 9, Episode 2 – Comparing lengths
Understanding the World	Discuss familiar events from the past using photographs and experiences. Understand that some places are special within communities. Recognise that people have different beliefs and celebrate special times in different ways. Learn about different cultural and religious traditions. Recognise similarities and differences between themselves and others. KAPOW RE - WHAT ARE SPECIAL TIMES? 1. What are special times? 2. What is Diwali? 3. How do some Hindu people celebrate Diwali? 4. Why do Christians celebrate Christmas? 5. How do some Christians people celebrate Christmas?					
Expressive Arts and Design	Explore a wider range of artistic materials and techniques. Refine ideas through repeated exploration and practice. Begin to talk about what they have created. Develop confidence when singing with others. Listen and respond to different styles of music. Continue to develop imaginative play scenarios. Build on previous learning when creating artwork and models.					

Spring 1

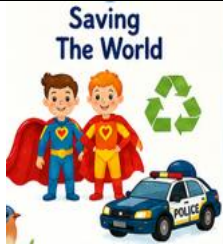
	Week Beginning 4 th January	Week Beginning 11 th January	Week Beginning 18 th January	Week Beginning 25 th January	Week Beginning 1 st February	Week Beginning 8 th February
Important Dates/Information	Inset Day – 4 th				National Story telling week	Safer internet day – 9 th
					Children's mental health week	Pancake Day – 9 th
					Lunar New Year – 6 th	

Theme					
Super Start	Exciting End	Wellie walk in the local area	'Snowball' fight	A Fairy Tale Mystery – guess the story (mini scenarios /clues set up) OR Traditional Tales 'cinema trip'	Once upon a Time themed day – dress up
Possible lines of enquiry and possible key vocabulary		Discovering Winter What happens when winter arrives? What changes can we see in the world around us? How do we know the seasons are changing? Key Vocabulary: winter, season, weather, snow, ice, frost, cold, freezing, chilly, temperature, daylight, dark, change, observe, notice, crystal, sparkle.		Once Upon a Time What is a fairy tale? Who are the characters we might meet in a story? What happens at the beginning, middle and end of a story? Key Vocabulary: story, fairy tale, character, setting, beginning, middle, end, adventure, magical, once upon a time, happily ever after, storyteller, imagination, tale, predict, sequence.	
		Winter Nature Explorers What can we find outside during winter? How do plants and trees change in winter? What signs of winter can we discover in our environment? Key Vocabulary: nature, environment, frost, icicle, snowflake, evergreen, bare branches, tree, plant, ice, frozen, habitat, woodland, explore, discover, investigate, observe.		Magical Story Worlds Where do fairy tales take place? What makes a story setting magical? Who might live in castles, forests and faraway lands? Key Vocabulary: castle, forest, kingdom, tower, cottage, palace, village, bridge, magical, enchanted, setting, journey, pathway, woodland, river, mountain, faraway.	
		Snowy Adventures How can we safely enjoy winter weather? What exciting activities can we do outdoors in winter? How can we care for nature during the colder months? Key Vocabulary: winter, snow, ice, adventure, explore, journey, safety, careful, slippery, outdoor, nature, protect, respect, environment, trail, shelter, discover.		Fairy Tale Heroes and Heroines Who are the heroes in our favourite stories? What qualities help characters solve problems? How do characters show kindness and bravery? Key Vocabulary: hero, heroine, prince, princess, knight, bravery, courage, kindness, helpful, friendship, challenge, problem, solution, adventure, determination, rescue.	
		Animals in Winter How do animals survive during winter? Which animals hibernate? How do birds and other wildlife find food when it is cold? Key Vocabulary: animal, wildlife, bird, robin, squirrel, fox, hedgehog, habitat, hibernate, winter, survive, adapt, migrate, food, shelter, nest, protect, prepare.		The Gingerbread Man Who is the Gingerbread Man? Why does he run away? Who does he meet on his journey? What can we learn from his adventure? Key Vocabulary: gingerbread, baker, run, chase, escape, journey, character, fox, river, boast, clever, trick, faster, race, adventure, predict, sequence.	
		Winter Weather Watchers What is winter weather like? How can we stay warm and safe in different types of weather? Key Vocabulary: weather, forecast, snow, sleet, hail, frost, ice, wind, cloud, sunshine, freezing, temperature, cold, scarf, gloves, hat, boots, coat, observe.		Little Red Riding Hood Who does Little Red Riding Hood meet on her journey? Why is it important to make safe choices? How can we tell if a character is trustworthy? What lessons can we learn from the story? Key Vocabulary: hood, basket, grandmother, wolf, woodland, path, journey, stranger, safe, choice, trust, danger, warning, character, setting, adventure, disguise.	
		Winter Wonderland Creations What can we create inspired by winter? What patterns, shapes and textures can we discover in snow, ice and nature? How can we use our senses to explore winter? Key Vocabulary: winter, wonderland, texture, pattern, shape, crystal, snowflake, smooth, cold, icy, senses, sight, smell, touch, hearing, create, design, artwork, collage.		The Princess and the Pea What makes someone a prince or princess? How do we know if something is real or pretend? What is life like in a palace? Why was the pea important in the story? Key Vocabulary: princess, prince, palace, castle, queen, royal, kingdom, mattress, pea, throne, palace, comfort, test, truth, honesty, fairy tale, royal family.	
				Zog Who is Zog and what does he learn at dragon school? Why is it important to keep trying when learning new skills? How do friends help each other succeed? Key Vocabulary: dragon, school, learn, practise, achieve, challenge, perseverance, determination, effort, friendship, help, support, skill, knight, princess, adventure, success.	
				Dragons, Giants and Magical Creatures What magical creatures can we find in stories? Are they always good or bad? How do authors make creatures exciting and memorable? Key Vocabulary: dragon, giant, fairy, wizard, witch, unicorn, troll, elf, creature, magical, enchanted, spell, magic, fantasy, mythical, mysterious, adventure.	
				Castles and Crowns	

	End-of-Topic Big Reflection: "What makes winter a wonderland?" This enables children to reflect on the seasonal changes they have observed, the weather they have experienced, the wildlife they have discovered, and the magical features that make winter special.	What was life like in a castle? Who lived there? How can we design our own magical kingdom? Key Vocabulary: castle, king, queen, prince, princess, crown, throne, kingdom, palace, guard, knight, royal, banquet, tower, moat, flag, ruler. End-of-Topic Big Reflection: "What makes a fairy tale magical?" This enables children to reflect on the stories they have enjoyed, the characters they have met, the adventures they have imagined, and the creative ways they have brought fairy tales to life
Core Texts	Here comes Jack Frost Winter Sleep Snowball	The Gingerbread Man Hansel and Gretel Little Red Riding Hood The Princess and the Pea Zog Mr Wolf Pancakes
Core Songs	Here we go round the mulberry bush Snowflake snowflake Seasons Song for Kids (Autumn Version) Pancake Manor	
Communication and Language	Articulate ideas and thoughts in well-formed sentences. Connect ideas using and, because and so. Describe events and experiences in increasing detail. Recall and talk about recent experiences in sequence. Use descriptive vocabulary to talk about people, places and objects. Use talk to organise thinking and solve problems. Develop and use social phrases in different contexts. Continue to broaden vocabulary through stories and play.	
Personal, Social and Emotional Development	Recognising emotions and developing self-confidence See themselves as a valuable individual. Express feelings and begin to consider the feelings of others. Build constructive and respectful relationships. Develop confidence when trying new activities. Understand how behaviour affects others. Identify emotions and begin to manage responses. KAPOW PSHE MANAGINGE SELF: TAKING ON CHALLENGES: 1. WHY DO WE HAVE RULES, 2. BUILDING TOWERS, 3. TEAM DEN BUILDING, 4. GROUNDING, 5. TEAM RACES, 6. CIRCUS SKILLS	
Physical Development	Developing strength and precision Develop overall body strength, balance and coordination. Travel using different movements with control. Use small tools effectively. Develop pencil grip and control. Manipulate materials with increasing precision. Show increasing independence in managing personal needs.	
Literacy	Read simple words and phrases using known letter-sound correspondences. Continue blending sounds fluently. Read letter groups that represent one sound. Re-read familiar texts to build confidence. Increase automatic recognition of common exception words. Spell words by identifying and recording sounds. Write simple captions and labels. Develop confidence in independent writing. Read common exception words linked to the school's phonics programme. Form lower-case and capital letters correctly. RWI teaching will be based on the groups – following RWI planning	
Books/Poem to be read this half term <i>Favourite 5/Poetry Basket</i>	Children's Favourite Books I Definitely Don't Like Winter Princesses break free The Ugly Ducking Fabulous Frankie Room on the Broom Carrot Nose I can build a snowman Pancake Popcorn	
Mathematics	Explore how numbers to 10 are made up of smaller numbers. Investigate part-whole relationships. Represent numbers in different ways using manipulatives. Compare sets and explain mathematical thinking. Develop automatic recall of number bonds to 5. Use mathematical language to explain patterns and relationships. Describe position and routes using mathematical language.	

	Book 2, Chapter 10, Episode 1 and 2 – Comparing within 4 and 6	Book 2, Chapter 11, Episode 1 and 2 – Reciting beyond 10 and Counting beyond 10	Book 2, Chapter 12, Episode 1 – Identify all rectangles	Book 2, Chapter 13, Episode 1 and 2 – Mentally order within 6 and Order to 5	Book 2, Chapter 14, Episode 1 and 2 – Moving for compatibility and Matching shapes by and despite size and orientation	Book 2, Chapter 15, Episode 1 – When groups are the same
Understanding the World	Explore the natural world around them. Describe what they see, hear and feel outdoors. Observe changes in the environment. Ask questions and share observations about the wider world. Compare and contrast characters from stories, including figures from the past. KAPOW RE WHY ARE SOME PLACES SPEICAL? 1. What places are special to you? 2. Which places are special to our community? 3. What makes a place special? 4. Why are churches special to many Christian people? Why are mosques special to many Muslim people?					
Expressive Arts and Design	Use a variety of artistic effects to communicate ideas and feelings. Develop greater control when drawing, painting and modelling. Make thoughtful choices about colour, texture and materials. Create more detailed representations from imagination and experience. Sing familiar songs with increasing accuracy. Experiment with rhythm, movement and musical expression. Extend narratives in small-world and role-play activities.					

Spring 2

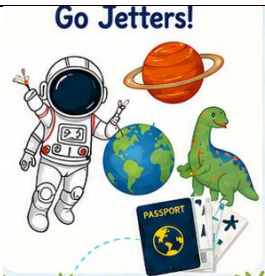
		Week Beginning 22 nd February	Week Beginning 1 st March	Week Beginning 8 th March	Week Beginning 15 th March	Week Beginning 22 nd March
Important Dates/Information			World Book Day – 4 th Mother's Day – 7 th	Science Week Eid-AI – Fitr – 10 th March	Nutrition and Hydration Week Young Carer's Action Day – 16 th All data complete – 19 th World Oral Health Day – 20 th	Holi – 22 nd Parent's Evenings – 22 nd and 24 th Easter bonnet parade - 24 th Term ends - 25 th
Theme						
Super Start	Exciting End	Possible visit from real heros		Super Hero Day	Wellie walk in the local environment	Easter Egg Hunt
Possible lines of enquiry and possible key vocabulary		Who helps us in our community? Who are the people who help us? How do they keep us safe and healthy? What jobs do real heroes have? How can we thank people who help us? How do we help others at school and home? People Explored: Doctors, Nurses, Firefighters, Police officers, Teachers, Dentists, Paramedics, Lifeguards Key Vocabulary: hero, community, helper, doctor, nurse, firefighter, police officer, paramedic, safety, care How can we help to save the Earth? What is our planet and why is it special? Why is it important to look after the Earth? How can we care for plants, animals and wildlife? What happens to our rubbish after we throw it away? What does recycling mean and why is it important? Which materials can we recycle, reuse or reduce? What can we do every day to help our environment? Key Vocabulary: Earth, planet, environment, nature, wildlife, protect, care, recycle, reuse, reduce, rubbish, waste, plastic, paper, cardboard, materials, conserve, energy, water, save, pollution, litter, responsibility How can we work together to make a difference? Why is teamwork important? How can we solve problems together? How can we help our friends? What can we do to improve our school and community? Why is kindness powerful?			How do we know spring has arrived? What happens when spring arrives? How is spring different from winter? What changes can we see around us? What colours can we see in spring? How does the weather change? How do plants and trees grow and change? Key Vocabulary: spring, season, change, blossom, buds, flowers, sunshine, warmer, weather, growth What is spring weather like? What types of weather do we experience in spring? Why do we see more sunshine? How can we measure and record the weather? What should we wear in different weather? How does weather affect plants and animals? Key Vocabulary sunshine, rain, cloud, rainbow, wind, temperature, forecast, season, weather, observe. What can we discover outdoors in spring?	

	Key Vocabulary: teamwork, cooperation, friendship, kindness, sharing, respect, responsibility, problem-solving, community What makes a superhero? What is a superhero? What special powers do superheroes have? How do superheroes help others? What superhero qualities can we have in real life? How can we be heroes every day? Key Vocabulary: superhero, power, rescue, help, bravery, courage, kindness, teamwork, responsibility End-of-Topic Reflection "How can I be a hero?" This provides a wonderful opportunity for children to reflect on the positive difference they can make through acts of kindness, helping others, caring for the environment and working together.	What signs of spring can we find? How do gardens, parks and woodlands change? What minibeasts can we find in spring? How can we care for nature? Why is it important to protect living things? Key Vocabulary nature, minibeast, habitat, environment, blossom, daffodil, tulip, woodland, explore, protect. What animals are born in spring? Why is spring known as a season of new life? Which baby animals are born in spring? How do animals care for their young? How do baby animals grow and change? What do animals need to survive? Key Vocabulary: new life, baby, chick, lamb, duckling, calf, hatch, grow, care, offspring. What can we create inspired by spring? What natural materials can we use in our artwork? What colours, patterns and textures can we see in spring? How can spring inspire stories, music and art? What can we discover using our senses? Key Vocabulary: pattern, texture, petals, natural materials, create, design, artwork, senses, observe, explore. Why do people celebrate Easter? What is Easter? Why is Easter important to Christians? How do families celebrate Easter? What Easter traditions do people enjoy? How are Easter celebrations similar and different? Key Vocabulary: Easter, Christian, celebration, church, Easter egg, Easter Bunny, cross, resurrection, tradition, family End-of-Topic Reflection "Why is spring a season of change?" This provides a wonderful opportunity for children to reflect on the seasonal changes they have observed, the growth of plants and animals, and the celebrations they have explored.
Core Texts	Non fiction books related to jobs Supertato	Hello Spring I'm going on an Easter Egg hunt.
Core Songs	People who help us - https://youtu.be/M8Psza6N2Os	Planting Flowers (Sung to: Fere Jacques) Seasons Song for Kids (Autumn Version) Pancake Manor Chick chick chick chick chicken
Communication and Language	Listen to and discuss stories to deepen understanding. Retell familiar stories using beginning, middle and end. Retell familiar stories using key vocabulary and story language. Sequence familiar events and stories using appropriate language. Join in with repeated refrains and repeated language patterns. Use new vocabulary in a range of contexts. Begin to explain ideas and make predictions about stories and events. Sustain conversations for longer periods.	
Personal, Social and Emotional Development	Managing behaviour and understanding expectations Show resilience when faced with challenge. Persevere with difficult tasks. Follow rules independently. Understand why rules are important. Think about the perspectives of others. Talk through conflicts and seek solutions. Begin moderating emotions in social situations. KAPOW PSHE SELF REGULATION: LISTENING AND FOLLOWING INSTRUCTIONS 1. SIMON SAYS, 2. LISTENING TO A STORY 3. PASS THE WHISPER, 4. OBSTACLE RACES, 5. BLINDFOLD WALK 6. TREASURE HUNT	
Physical Development	Combining movement and manipulation skills. Combine movements with confidence and coordination. Participate in games requiring agility and control. Develop accuracy when throwing, catching and aiming. Use scissors and other tools safely and effectively.	

	Develop fluency in mark making and early writing movements. Understand the importance of exercise and healthy habits.				
Literacy	Read simple sentences with increasing fluency. Discuss stories and characters. Retell familiar stories using story language. Use vocabulary from stories in play and discussion. Write simple captions and labels. Develop confidence in independent writing. Re-read writing to check it makes sense. RWI teaching will be based on the groups – following RWI planning				
Books/Poem to be read this half term Favourite 5/Poetry Basket	Children's Favourite Books My must have mum The Fox The Giant Jam Sandwich Wolves in Helicopters Egg Drop				
Mathematics	Explore addition and subtraction through practical activities. Use number bonds to support calculation. Explain mathematical thinking using appropriate vocabulary. Identify patterns within numbers. Continue, copy and create more complex repeating patterns. Use mathematical knowledge to solve simple problems. Compose and decompose shapes. Explore and name 3D shapes.				
	Book 2, Chapter 16, Episode 1 – Bonds within 5	Book 2, Chapter 17, Episode 1 – Moving shapes, alternative shapes	Book 2, Chapter 17, Episode 2 – same, different	Book 2, Chapter 18, Episode 1 – Bonds within 10	Book 2, Chapter 18, Episode 2 – Bonds to 10
Understanding the World	Understand the effects of changing seasons. Observe and discuss growth, change and natural processes. Begin to explain simple observations and make predictions. Develop scientific vocabulary through exploration. Explore how things work. Plant seeds and care for growing plants. Begin to understand plant and animal life cycles. KAPOW RE WHAT MAKES THE WORLD SPECIAL? 1. What is special about our world? 2. Where do some people believe the world came from? 3. Why should we look after our world? 4. How can we care for the world? 5. What is the Easter Story?				
Expressive Arts and Design	Return to and improve previous creations. Refine ideas and develop representations further. Develop storylines within pretend play. Watch and talk about dance and performance. Express feelings and opinions about performances. Sing in groups, matching pitch and following melodies. Explore music and dance through solo and group performances.				

Summer 1

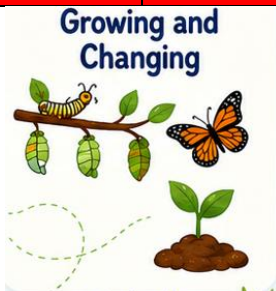
	Week Beginning 12 th April	Week Beginning 19 th April	Week Beginning 26 th April	Week Beginning 3 rd May	Week Beginning 10 th May	Week Beginning 17 th May	Week Beginning 24 th May
Important Dates/Information		Earth Day – 22 nd		Bank Holiday – 3 rd	Mental Health Awareness Week		Inset Day – 28 th

Theme			
Super Start	Exciting End	Paddington arrives with passports for the children – inviting them on his trip around the world – Airport immersive experience.	Around the World Celebration Day - Children travel to different "countries" around the school to eat food/ dance their dance etc.
Possible lines of enquiry and possible key vocabulary		How do we travel around the world? What different types of transport are there? How do people travel by land, air and sea? Why do people travel? What do we need when we go on a journey? How does an airport work? Key Vocabulary: transport, travel, journey, vehicle, airport, passport, ticket, aeroplane, train, boat, map, destination How has transport changed? How did people travel in the past? How is transport different today? Which transport is the fastest? How do inventions help us travel? What transport might we use in the future? Key Vocabulary: past, present, future, invention, transport, wheel, steam train, aeroplane, electric, journey What is our world like? What countries can we find on our planet? How are places around the world similar and different? What are famous landmarks? What languages do people speak? What foods, animals and traditions are special to different countries? Key Vocabulary: world, country, continent, ocean, landmark, culture, tradition, flag, globe, map, community What makes our planet special? What is planet Earth? What can we see on Earth? Why do we need to look after our planet? What are mountains, oceans and forests? How do people and animals live in different environments? Key Vocabulary: Earth, planet, ocean, mountain, forest, desert, environment, nature, wildlife, habitat, protect How can we be explorers? What skills do explorers need? How do maps help us find our way? What might we discover on an adventure? How can we work together to solve problems? Where would we like to explore next? Key Vocabulary: explorer, adventure, mission, discover, investigate, map, compass, teamwork, challenge, curiosity What is beyond our Earth? What is space? What can we see in the sky? What are the Sun, Moon and stars? What is an astronaut? How do rockets travel into space? Key Vocabulary: space, planet, astronaut, rocket, Moon, Sun, stars, galaxy, telescope, explore, launch What can we discover about dinosaurs? What were dinosaurs? When did dinosaurs live? How do we know dinosaurs existed? What is a fossil? How are dinosaurs similar and different? Key Vocabulary: dinosaur, fossil, extinct, bones, prehistoric, palaeontologist, investigate, discover, giant, habitat What can we discover in London? What is a capital city? What famous landmarks can we find in London? How do people travel around London? What jobs do people do in a city? How is London similar to and different from where we live? Key Vocabulary: London, capital city, landmark, Big Ben, Tower Bridge, River Thames, Buckingham Palace, bus, Underground, city, tourist What is it like at the North and South Poles? Where are the North Pole and South Pole? What is the weather like at the Poles? Which animals live there? How do animals survive in icy conditions? How are the Poles different from where we live? Key Vocabulary: Pole, Arctic, Antarctic, ice, snow, iceberg, freezing, penguin, polar bear, habitat, survive, climate What can we discover about Africa? Where is Africa? What animals live in Africa? What different landscapes can be found there? What music, art and traditions are important in African communities? How is life in Africa similar to and different from our own lives? Key Vocabulary: Africa, continent, safari, savannah, desert, rainforest, lion, elephant, giraffe, zebra, culture, tradition What lies beneath the waves? What animals live under the sea? How do sea creatures move and survive? What is an ocean? Why is it important to look after our oceans? What can we do to help protect marine life? Key Vocabulary: ocean, sea, underwater, coral reef, fish, octopus, shark, whale, dolphin, marine life, habitat, conservation	

	"Where will your next adventure take you?" This provides a wonderful opportunity for children to reflect on the exciting places, environments, times and worlds they have explored, from London to the Poles, Africa to the oceans, and even Earth, space and prehistoric times. Through learning about transport, travel, countries, landmarks, habitats, dinosaurs and life beyond our planet, children can develop curiosity about the wider world, an appreciation of different places, people, cultures and environments, and confidence as young explorers and adventurers.
Core Texts	The Hundred Decker Bus My Granny Went to Market Mama Panya's Pancakes: A Village Tale from Kenya A Walk in London Poles Apart Somebody Swallowed Stanley Whatever Next! How to Catch a Star Dinosaurs in the Supermarket Dave's Cave
Core Songs	The Wheels on the Bus (Transport) He's Got the Whole World in His Hands (Earth) Hello to All the Children of the World (Around the World) Zoom, Zoom, Zoom, We're Going to the Moon (Space) We Are the Dinosaurs (Dinosaurs) Bridge is Falling Down (London) Che Che Koolay (Africa) I'm a Little Penguin (The Poles) A Sailor Went to Sea, Sea, Sea (Under the Sea)
Communication and Language	Explain how things work and why events happen. Offer opinions and points of view using appropriate vocabulary. Justify ideas using because. Listen to and respond to the views of others. Engage with non-fiction texts and discuss new learning. Answer and ask questions about what they have heard. Use recently learned vocabulary independently across the curriculum. Take part confidently in small-group discussions
Personal, Social and Emotional Development	Taking responsibility for self and wellbeing Manage personal needs with increasing independence. Demonstrate resilience and perseverance. Make informed healthy choices. Understand factors that support wellbeing, including: ◦ Physical activity ◦ Healthy eating ◦ Oral health ◦ Sleep ◦ Screen time ◦ Road safety Show increasing responsibility for behaviour and choices. KAPOW PSHE BUILDING RELATIONSHIPS: MY FAMILY AND FRIENDS 1. FESTIVALS, 2. SHARING, 3. WHAT MAKES A GOOD FRIEND 4. BEIGN A GOOD FRIEND 5. TEAMWORK 6. CELEBRATING FREINDSHIPS
Physical Development	Move confidently in a variety of ways. Demonstrate control when balancing, travelling and negotiating space. Use a range of tools competently and safely. Develop writing stamina and fine motor endurance. Manage personal hygiene and self-care independently. Understand how healthy choices support wellbeing.
Literacy	Read simple books matched to phonic knowledge. Demonstrate understanding through discussion and retelling. Use recently taught vocabulary in spoken and written language. Write simple phrases and sentences independently. Write short sentences using a capital letter and full stop. Spell words using known phonics. Develop stamina and confidence as readers and writers. RWI teaching will be based on the groups – following RWI planning
Books/Poem to be read this half term Favourite 5 /Poetry Basket	Children's Favourite Books The Invisible Goldilocks and just one more bear The Paper Dolls Blue Monster wants it all Barabra throws a wobbler Dance Thunderstorm Five Little Peas Sliced Bread
Mathematics	Apply counting, comparison and calculation skills in different contexts. Recall number bonds to 5 and some to 10. Explore doubles and equal groups.

	Solve practical problems involving number, shape, space and measure. Explain reasoning and make mathematical connections.
	Addition Addition including doubles Odd and Even Odd and Even Subtraction Subtraction 3d Shapes
Understanding the World	Recognise some environments that are different from their own. Compare life in this country with life in other countries. Develop understanding of life in different countries through stories and experiences. Use maps, stories and non-fiction texts to deepen understanding. Recognise similarities and differences between environments. Make links between past and present experiences. KAPOW RE WHY ARE SOME THINGS SPECIAL? – 1. What is special to you? 2. What makes prayer beads special? 3. What are special symbols? 4. Why are some books special? 5. Why are some candles special?
Expressive Arts and Design	Create collaboratively, sharing ideas, resources and skills. Express ideas and feelings through art, music, movement and role play. Select materials and techniques independently. Explain creative choices and discuss finished work. Perform songs, dances and stories confidently. Create original ideas through imaginative play and artistic experiences.

Summer 2

		Week Beginning 7 th June	Week Beginning 14 th June	Week Beginning 21 st June	Week Beginning 28 th June	Week Beginning 5 th July	Week Beginning 12 th July	Week Beginning 19 th July
Important Dates/Information		Healthy eating week	Fathers day – 20 th Kings Official Birthday – 19 th	EYFS sports day – 21 st				Finish – 21 st
Theme								
Super Start	Exciting End	Mystery Item Delivery - Children discover a box containing a variety of seeds, bulbs, leaves, baby photos and pictures of animals at different stages of life (possible caterpillars to watch grow and release).		"Look How I've Grown!" Celebration - Children compare their current achievements with work from the start of the year, reflecting on how they have grown physically, socially, and academically.		At the Beach themed experience		Teddy's Bears Picnic with family
Possible lines of enquiry and possible key vocabulary		How do plants grow and change? What do plants need to grow? How does a seed change over time? What are the different parts of a plant? How do flowers and plants change throughout their life cycle? How can we help plants to grow? Key Vocabulary seed, plant, flower, roots, stem, leaf, grow, life cycle, soil, water, sunlight How do animals grow and change? How do animals begin their lives? What are baby animals called? How do animals change as they grow? What do animals need to survive? How are animal life cycles similar and different? Key Vocabulary animal, baby, adult, life cycle, hatch, chick, lamb, caterpillar, butterfly, frog, tadpole, grow, change How do people grow and change? How have I changed since I was a baby? What can I do now that I couldn't do before? How do people change as they grow older? What might I be able to do in the future?				How do we know summer has arrived? What happens when summer arrives? How is summer different from other seasons? What changes can we see around us? What is the weather like in summer? What colours, plants and animals can we see in summer? Key Vocabulary: summer, season, sunshine, warm, hot, weather, flowers, blossom, habitat, nature What is summer weather like? Why does the weather feel warmer in summer? How can we stay safe in the sun? What clothes do we wear in summer? How does summer weather affect plants and animals? How can we measure and observe summer weather? Key Vocabulary: sun, sunshine, temperature, shade, sunglasses, sunhat, sunscreen, weather, warm, hot		

	Key Vocabulary baby, toddler, child, adult, grow, change, develop, learn, family, future How have I grown this year? What have I enjoyed learning? What am I proud of? What challenges have I overcome? What new skills and knowledge have I gained? How have my friendships grown and changed? Key Vocabulary achievement, proud, confidence, resilience, friendship, learn, improve, challenge, success, progress What will happen when I move to my new class? What does moving on mean? What might be the same in my new class? What might be different? What am I looking forward to? How can I manage new feelings about change? What goals do I have for next year? Key Vocabulary transition, change, moving on, new class, teacher, routine, feelings, excited, nervous, confident, ready, future What will I become? What would I like to learn next? What are my hopes and dreams? What jobs might I do when I grow up? How can I continue to grow and learn? What adventures are waiting for me in my new year group? Key Vocabulary future, aspiration, dream, goal, career, ambition, learning, explore, discover, achieve End-of-Topic Reflection "How have I grown and changed?" This provides a wonderful opportunity for children to reflect on how they, animals and plants grow and change over time. As children prepare to move into a new year group, they can celebrate their achievements, recognise the progress they have made, and build confidence and excitement for the opportunities and experiences that lie ahead.	Where can summer take us? Where do people go during the summer? How do people travel on holiday? What activities do families enjoy together? What adventures can we have outdoors? What makes a summer memory special? Key Vocabulary: holiday, travel, journey, adventure, explore, picnic, camping, memory, family, outdoors What can we do at the seaside? What might we find at the beach? Why do people visit the seaside in summer? What animals live by the sea? How can we stay safe near water? What activities can we enjoy at the beach? Key Vocabulary: beach, seaside, sea, ocean, sand, shell, rock pool, wave, coast, lifeguard End-of-Topic Reflection "What makes summer fun?" This provides a wonderful opportunity for children to reflect on the seasonal changes they have observed, the outdoor adventures they have experienced and the special memories they have created.
Core Texts	The Tiny Seed by Eric Carle (Plant Life Cycles) The Very Hungry Caterpillar by Eric Carle (Animal Life Cycles) The Koala Who Could by Rachel Bright (Managing Change) The Invisible String by Patrice Karst (Relationships and Reassurance)	Summer by Gerda Muller Lucy and Tom at the Seaside by Shirley Hughes The Lighthouse Keeper's Lunch by Ronda and David Armitage We're Going on a Picnic! by Pat Hutchins Sharing a Shell by Julia Donaldson
Core Songs	I'm a Little Seed (Plants) Tiny Caterpillar on a Leaf (Life Cycles) Five Little Ducks (Growing Animals) The More We Get Together (Friendships) Make New Friends (Transition and Moving On)	Mr Sun, Sun, Mr Golden Sun (Summer weather) A Sailor Went to Sea, Sea, Sea (Seaside)
Communication and Language	<u>Listening, Attention and Understanding</u> 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. <u>Speaking</u> 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.	
Personal, Social and Emotional Development	<u>Self-Regulation</u> 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. <u>Managing Self</u> 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. <u>Building Relationships</u> 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. KAPOW PSHE MANAGING SELF: MY WELLBEING 1. WHAT IS EXERCISE 2. YOGA AND RELAXATION 3. LOOKING AFTER OURSELVES 4. BEING A SAFE PEDESTRIAN 5. EATING HEALTHILY 6. A RAINBOW OF FOOD	
Physical Development	<u>Gross Motor Skills</u> 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.	

	<u>Fine Motor Skills</u> 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.
Literacy	<u>Comprehension</u> 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. <u>Word Reading</u> 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. <u>Writing</u> 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. RWI teaching will be based on the groups – following RWI planning
Books/Poem to be read this half term Favourite 5 / Poetry Basket	Children's Favourite Books Super Worm The Whale that wanted more The Lighthouse Keeper's Lunch The Pencil The Tiger that Came To Tea. Under a Stone A Little Shell
Mathematics	<u>Number</u> 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. <u>Numerical Patterns</u> 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. Teach to ELG – anything not fully understood or covered.
Understanding the World	<u>Past and Present</u> 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. <u>People, Culture and Communities</u> 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, non-fiction texts and (when appropriate) maps. <u>The Natural World</u> 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. KAPOW RE WHY ARE SOME STORIES SPECIAL? 1. How do some people treat special books? 2. What Is your favourite story? 3. What make a story special? 4. What can we learn from a Christian story? 5. What can we learn from a Hindu story?
Expressive Arts and Design	<u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> 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.