

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Excellent Adventures	Cold places	Amazing Animals	Growing and changing	The whole wide wonderful world
Communication and language	<p>Retells stories in sequence using key events and story language, sometimes innovating their own versions.  Sings and performs a wider range of songs and rhymes, identifying and generating simple rhyming words.  Uses newly taught vocabulary confidently in full sentences across learning and play.  Speaks in longer, grammatically correct sentences.  Sustains longer back-and-forth conversations, taking turns and responding appropriately.  Uses language to explain ideas, describe characters and settings, and solve problems in play.  Shows awareness of the listener by speaking clearly, staying on topic, and asking or answering relevant questions.</p>					
	<p>Sits in a circle, listens, and waits their turn to speak.  Repeats modelled sentences and directs speech towards adults.  Responds to simple questions and joins peer interactions during play.  Speaks audibly in a group using basic sentences.</p>	<p>Follows circle-time rules and uses eye contact with listeners.  Uses simple sentences more independently, with occasional modelling.  Engages in short back-and-forth conversations with peers and adults.  Initiates simple conversations and answers basic questions confidently.</p>	<p>Holds slightly longer conversations about topics of interest.  Begins to use connectives such as and or because in speech.  Asks and answers questions within interactions.  Shows active listening through appropriate responses and pauses.</p>	<p>Sustains peer interaction during collaborative play.  Uses clearer explanations and responds to increasingly complex questions.  Demonstrates good conversational turn-taking and awareness of others.  Speaks more fluently and clearly with appropriate volume.</p>	<p>Begins to explain ideas using why and how questions.  Seeks information from adults when curious or unsure.  Responds meaningfully to what others have said, showing full understanding.  Shows confidence speaking with familiar adults and peers.</p>	<p>Offers independent explanations using rich, subject-specific vocabulary.  Understands and responds to a wide range of question types.  Expresses feelings clearly and shows emotional literacy in discussions.  Uses taught vocabulary across different contexts to show mastery.</p>
Personal, social and emotional development	<p>Becoming familiar with a new classroom environment and new routines.  Making new friends and forming positive relationships with familiar adults in school.  Being able to explain things we enjoy, what we need and things we dislike.  Following rules, routines and being aware of boundaries.</p>					
PSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical development	<p><b>Gross Motor:</b> refine and apply balance, coordination and strength to move confidently and with control, including travelling, jumping, climbing and responding to music with planned, purposeful movements  Fundamental Movements  Real PE, gymnastics and dance  Wiggle me into squiggle</p>					
	<p>Practice and refine movement skills they have already acquired.  Attempt to manage own hygiene.  To be able to put on and take off own coat.</p>	<p>Develop control when moving.  Develop overall body strength, balance, co-ordination and agility.  Develop core strength.</p>	<p>Develop core muscle strength and posture.  Combine different movements with ease.</p>	<p>Confidently use small and large apparatus.  Talk about how I can keep healthy.  Develop ball skills by taking part on group balls skills.  Begin to about different ways I can be healthy and keep active.</p>	<p>Develop body strength.  Develop balance when using large equipment.  Develop confidence and accuracy when using a ball.  Develop coordination.</p>	<p>Refine different ways of moving hopping, skipping etc.  Demonstrates overall body strength, balance, co-ordination and agility.  Negotiates space and obstacles safely, considering themselves and others.  Talk about different ways I can be healthy and keep active.</p>
	<p><b>Fine motor:</b> develop control and accuracy when using a wide range of one-handed tools, developing strong finger muscles and establishing a secure tripod grip to support confident, fluent early writing  Dough disco, Pen disco, guided drawing, guided cutting</p>					
	<p>Develops small-motor skills to use tools (scissors, tweezers, crayons) safely and with growing control.  Builds strength through daily fine-motor activities.  Begins simple independence tasks (such as tidying resources)</p>	<p>Develops skills to manage the school day: dressing/undressing, putting on shoes, organising belongings.  Begin to try simple fastenings independently (e.g., coat zips, Velcro straps).  Develops hand strength and dexterity during play and classroom routines.</p>	<p>Establishes correct pencil grip (tripod emerging) and good writing posture.  Uses increasing control when drawing, tracing and forming simple shapes or patterns.  Fastens coat independently and attempts trickier fastenings with reduced adult support.</p>	<p>Uses a range of small tools with precision (scissors, paintbrushes, cutters, construction pieces).  Demonstrates improved pencil control when forming letters and shapes.  Maintains a stable tripod grip more consistently.</p>	<p>Develops handwriting style through accurate letter formation and control of size and spacing.  Begins to write with smoother, more fluent movements.  Uses correct grip automatically in most writing tasks.</p>	<p>Holds a pencil effectively using a reliable tripod grip in all writing contexts.  Forms letters with accuracy and control, supporting fluent early writing.  Uses a wide range of tools confidently and independently (e.g., scissors, hole punch, glue spreader, construction tools).</p>
Literacy	<p>Shows growing understanding that print carries meaning, tracking text left to right and identifying basic book features (title, author, illustrator).  Retells familiar stories in sequence using story language, and begins to adapt or innovate on known tales.  Identifies and generates simple rhymes and joins in with alliteration and sound-play activities.  Applies early phonics skills to blend and segment CVC words for reading and writing.  Uses writing with purpose in play, creating labels, lists or simple sentences using known phonemes.  Recognises their own name and some high-frequency words, using them when reading simple texts.  Forms letters with increasing accuracy, understanding the difference between letters, words and sentences.</p>					
	<p>Shared read focus: What good readers do — Learn how to handle books and follow print Looking carefully at pictures to understand a story.  Begin oral retelling of familiar stories using story language.  Develop correct pencil grip; introduce basic letter formation linked to phonics.  Hear and identify initial sounds in words.</p>	<p>Shared read focus: Making simple predictions and talking about key events.  Begin blending and segmenting orally (pre-CVC).  Form taught letters accurately; write own name with correct letter shapes.  Use early phonics to attempt writing initial sounds and simple VC/CVC words.  Retell stories with clearer sequencing (beginning–middle–end).</p>	<p>Shared read focus: Understanding characters and settings through discussion.  Blend and segment CVC words more independently during reading.  Use phonics to write CVC words in shared, modelled and guided writing.  Write labels and simple captions with adult support.  Join in with repeated refrains, rhyme and simple repeated language.</p>	<p>Shared read focus: Understanding vocabulary and discussing why things happen in a story.  Read simple decodable books with growing independence.  Write captions and simple sentences with support (finger spaces, capital letters).  Sequence familiar stories orally and through pictures.  Form letters more securely and begin to apply formation in independent writing.</p>	<p>Shared read focus: Answering who/what/where questions using the text and illustrations.  Increase fluency when reading decodable books.  Begin sentences independently using taught phonics and high-frequency words.  Re-read writing to check it makes sense.  Innovate a familiar stories (change character/setting).</p>	<p>Shared read focus: Comparing texts, making simple inferences and expressing opinions.  Read decodable books with confidence, showing understanding.  Write sentences independently using taught phonics and high-frequency words.  Begin writing a sequence of sentences for a purpose.  Apply correct letter formation.  Begin using spaces, capitals and full stops.  Confidently segment and spell CVC/CVCC/CCVC words using phonics.</p>

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Mathematics Number and numerical pattern	<b>Subitising</b> Subitising within 3 <b>Counting, ordinality and cardinality</b> Focus on counting skills <b>Composition</b> Explore how all number are made of 1s Composition of 3 and 4 <b>Subitising</b> Subitise objects and sounds <b>Comparison</b> Comparison of sets – ‘just by looking’ Use the language of comparison ‘more than’ and ‘fewer than’	<b>Counting, ordinality and cardinality</b> Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 <b>Comparison</b> Comparison of sets - by matching Use the language of comparison: <i>more than</i> , <i>fewer than</i> , <i>an equal number</i> <b>Composition</b> Explore the concept of whole’ and ‘part’ Focus on the composition of 3, 4 and 5 <b>Counting, ordinality and cardinality</b> Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 2	<b>Subitising</b> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 <b>Counting, ordinality and cardinality</b> Counting – focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number <b>Composition</b> Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	<b>Counting, ordinality and cardinality</b> Focus on the ‘staircase’ pattern and ordering numbers <b>Comparison</b> Focus on ordering of numbers to 8 Use language of less than <b>Composition</b> Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	<b>Counting, ordinality and cardinality</b> Counting – larger sets and things that cannot be seen <b>Subitising</b> Subitising – to 6, including in structured arrangements <b>Composition</b> Composition – ‘5 and a bit’ Composition - of 10 <b>Comparison</b> Comparison – linked to ordinality Play track games	<b>Subitising</b> Subitise to 5 Introduce the rekenrek <b>Review</b> Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
SSMP	Talk about measure and pattern	Circles and triangles Shapes with 4 sides	Mass and capacity	Length, height and time	Explore 3D shape	Visualise, build and map Make connections
Understanding the world	Finding out about the changing seasons - the different weathers and key aspects associated with them (trees/plants/animals) Know about a variety of different animals (features, habitats, movement, diet) and be able to sort and compare them Explore features of celebrations, festivals and special times. Know some stories from different religious and cultural backgrounds. Talk about their own past experiences and find out about how people lived in the past and compare to how we live now, know some events that happened in the past Explore using and creating maps Begin to understand how big our world is, name some of the different countries, know that there are hot and cold places, how we move from place to place and how people live differently across the world Know that humans and animals change over time, explore life-cycles and notice changes Know that technology helps us in everyday life, name some everyday items, role play using everyday technology (phones/keyboards) Know how to operate some simple equipment (camera, ipads)					
	Healthy eating and living Naming parts of our bodies Talking about our families and special people Leaf sorting (classifying) Harvest time Class timetable	Floating and sinking Remembrance day Know who Neil Armstrong is Vincent Van Gogh – starry night/the chair Know where we live, where our school is Explore the school grounds	Changing states (water into ice and ice into water) South pole expedition North and South pole Living in cold places Compare cold places to our environment	Materials – test their uses and strengths Building to withstand force Power of the wind Know who David Attenborough is Farming - animals London landmarks	Parts of a plant Where we find seeds Growing from a seed/bean and watching changes over time Arcimboldo Farming – food Minibeasts	Lifecycle caterpillar to butterfly Sea creatures African animals Taking care of our environment Explore Africa and compare to our country
RE	Which people, stories and events are special to me?	What do I know about Easter and Holi?			Why are some places and objects special or sacred?	
Expressive art and design	Explore a variety of role-plays to act out their own experiences, retell familiar stories, and incorporate the experiences of others. Take on different characters, use imaginative language, recreate real-life scenarios, and invent new storyline. Rhymes and songs; learning and performing songs and actions; exploring songs and music from different cultures; playing musical instruments and moving showing awareness of rhythm, pulse, tempo and pitch. Make, build and arrange using a variety of large and small construction resources. Explore and experiment with colour in creative activities. Use a range of materials and techniques to create artwork. Draw with increasing detail, control and complexity.					
	<b>Music - Pulse</b> Keep a steady pulse with some accuracy - clapping, marching, tapping Imitate movements in response to music Explore, respond and identify long and short sounds Make long and short sounds		<b>Music - Rhythm</b> Keep a steady pulse with some accuracy Begin to recognise changes in tempo Explore rhythm through play Begin to use pictures and images to represent sounds		<b>Music - Pitch</b> Recognise and begin to control changes in pitch using and movement Begin to sing in tune and match the pitch Use voice to show different emotions through pitch	
	<b>Music – Voice</b> Sing songs, which contain a small range of notes. Take turns when singing and be a good listener. Perform actions to accompany songs.					
	<b>Art</b> Explore different drawing materials Print with objects Draw faces <b>DT</b> Build stable structures. Make a loop, curve, bend and fold with paper. Explore playdough Baking bread Explore fruit and vegetables	<b>Art</b> Create pictures in the style of an artist. Making collages Transient art Explore art by Van Gogh – starry night, chair <b>DT</b> Use Sellotape/masking tape to join paper. Fold paper into pleats Make simple objects with playdough	<b>Art</b> Use different size paint brushes. Explore colour mixing Choose colours and shapes to make patterns <b>DT</b> Build structures using different shaped bricks Use a flange to join. Make a paper slider Make objects with playdough adding details	<b>Art</b> Paint simple observational paintings. Explore different effects and textures made when printing. Select appropriate size brush to add detail to a painting. <b>DT</b> Build more complex structures using different shaped bricks Use paper fasteners to join Explore clay Use joining techniques to create a structure	<b>Art</b> Paint pictures adding more detail (e.g., background). Mix light or dark colours for effect. Explore art by Arcimboldo <b>DT</b> Build for a purpose using a variety of construction Use Sellotape/masking tape to join 3D shapes. Make simple objects with clay	<b>Art</b> Work collaboratively to create a picture. Experiment with colour and texture <b>DT</b> Work collaboratively to build structures Make a plan and carry it out using construction Work collaboratively with malleable materials to create for a purpose Design and make a rainbow salad