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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible Interests/Lines of Enquiry | Name (sense of self)  My Home  Halloween  Autumn | Colours  Diwali/Fireworks  Christmas  Nursery Rhymes  Stars & Moon | Toys  Weather / Birdwatching  Celebrations (CNY, VD, PT) | Festival of Holi  Growing / Minibeasts  Teddy bears / Brown Bear  Dinosaurs | Pet Animals  Who Can Help? (school, home, shops etc)  On the move (using our bodies) | Pirates & Mermaids  Summer Holidays  Our Community  Transition |
| Communication and Language | * Listens with interest to the noise’s adults make when they read stories * Start to develop conversation, often jumping from topic to topic. | * Identifies action words by following simple instructions, e.g. Show me jumping * Listen to simple stories and understand what is happening, with the help of the pictures. | * Shows interest in play with sounds, songs and rhymes * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). | * Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture * Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. | * Listens to familiar stories with increasing attention and recall * Beginning to understand why and how questions * Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. | * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories * Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. |
| Personal, Social and Emotional Development | * Knows their own name, their preferences and interests and is becoming aware of their unique abilities * Seeks out companionship with adults and other children, sharing experiences and play ideas * Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers * Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. * Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. | | * Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves * Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help * Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions | | * Practices skills of assertion, negotiation and compromise and looks to a supportive * Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play * Be increasingly able to talk about and manage their emotions. * Talk about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”. | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | |
| Physical Development | * Turns pages in a book, sometimes several at once | * Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools | Walk, run, jump and climb – and start to use the stairs independently. | * Enjoy starting to kick, throw and catch balls | * Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride | Build independently with a range of appropriate resources. |
| * Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. * Start eating independently and learning how to use a knife and fork. * Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. | | | | | |
| Literacy | Pay attention and respond to the pictures or the words.  Repeat words and phrases from familiar stories. | | Ask questions about the book. Make comments and shares their own ideas. | Enjoy drawing freely.  Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” | * Make marks on their picture to stand for their name. |
| Phonics | **Phase 1** | **Phase 1** | **Phase 1** | **Phase 1** | **Phase 1** | **Phase 1** |
| Mathematics | Take part in finger rhymes with numbers.  React to changes of amount in a group of up to three items. | Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. | Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. | Compare amounts, saying ‘lots’, ‘more’ or ‘same’. | Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. | Notice patterns and arrange things in patterns. |
| Understanding the World | Make connections between the features of their family and other families.  Notice differences between people | | Explore natural materials, indoors and outside.  Explore and respond to different natural phenomena in their setting | | Explore materials with different properties. | |
| Understand the effect of changing seasons on the natural world around them  Describe what they see, hear, and feel whilst outside. | | | | | |
| Expressive Arts and Design | * Join in with songs and rhymes, making some sounds. * Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’. | Start to make marks intentionally.  Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. | * Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. | * Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. | * Start to develop pretend play, pretending that one object represents another | * Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. |
| Explore, use, and refine a variety of artistic effects to express their ideas and feelings  Explore and engage in music making and dance, performing solo or in groups. | | | | | |