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| **Area of Learning** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Possible Interests/Lines of Enquiry | Myself / My body / My senses  My Family  Halloween  Autumn | Colours  Fireworks/Diwali  Christmas  Nursery Rhymes  Space | Toys (in our lifetime)  Celebrations (CNY, VD, PT)  Weather  Bird watching | Festival of Holi  How do things Grow? (veg/plants)  Teddy Bears Picnic  Dinosaurs | Farm Animals  People who help us  Transport (Vehicles) | Recycling & Environment  Pirates & Mermaids  Summer Holidays  Transition |
| Communication and Language | * Can pay attention to one thing at a time. | * Enjoy listening to longer stories and can remember much of what happens. | * Understand a question or instruction. | * Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. | * Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” | * Use a wider range of vocabulary. |
| * Sing a large repertoire of songs. * Know many rhymes, be able to talk about familiar books and be able to tell a long story. | | * Use longer sentences of four to six words. * Be able to express a point of view and to debate when they disagree with and adult or a friend, using words as well as actions | | * Can start a conversation with an adult or a friend and continue it for many turns. * Use talk to organise themselves and their play: “Let’s go on a bus… you sit there… I’ll be the driver.” | |
| Personal, Social and Emotional Development | * Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. * Become more outgoing with unfamiliar people, in the safe context of their setting. * Show more confidence in new social situations. * Play with one or more other children, extending and elaborating play ideas * Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. | | * Develop their sense of responsibility and membership of community. * Increasingly follow rules, understanding why they are important. * Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spiderman in the game, and suggesting other ideas. | | * Do not always need an adult to remind them of a rule. * Develop appropriate ways of being assertive. * Talk with others to solve conflicts. * Begin to understand how others might be feeling. | |
| *NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.* | | | | | |
| Physical Development | * Continue to develop their movement, balancing and riding (scooters, trikes and bikes) and ball skills. | * Skip, hop, stand on one leg and hold and pose for a game like musical statues. * Go up steps and stairs, or climb up apparatus, using alternate feet. | * Are increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. | * Use large-muscle movements to wave flags and streamers, paint and make marks. | * Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. * Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. | * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Start taking part in some group activities which they make up for themselves or in teams. |
| * Start to eat independently and learning how to use a knife and fork. * Show a preference for a dominant hand. | * Use a comfortable grip with good control when holding pens and pencils. | * Use one handed tools and equipment, for example, making snips in paper and scissors. | * Be increasingly independent as they get dressed and undressed, for example, putting coats on a doing up zips. | * Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly. | * Make healthy choices about food, drink, activity and tooth brushing. |
| Literacy | * Understand the five key concepts abut print:   - Print has meaning  - Print can have different purposes  - We read English text from left to right and from top to bottom.  - The names of the different parts of a book  - Page sequencing | | * Develop their phonological awareness so that they can:   - Spot and suggest rhymes  - Count or clap syllables in a word  - Recognise words with the same initial sound, such as money and mother. | * Engage in extended conversations about stories, learning new vocabulary. | * Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list. | * Write some or all of their name. |
| Phonics | **Phase 1** | **Phase 1** | **Phase 1** | **Phase 1** | **Set 1** | **Set 1** |
| Mathematics | * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) | * Show ‘finger numbers’ up to 5. | * Fast recognition of up to 3 objects, without having to count them individually (subitising). * Recite numbers past 5. | * Link numerals and amounts. * Experiment with their own symbols and marks as well as numerals. | * Solve real world mathematical problems with numbers up to 5. | * Link numerals and amounts. * Experiment with their own symbols and marks as well as numerals. |
| * Compare quantities using language ‘more than’ ‘fewer than’. | * Talk about and identify the patterns around them. For example, stripes on clothes. * Use informal language like ‘pointy’, ‘spotty’, and ‘blobs’. | * Discuss routes and locations, using words like in front of and behind. * Understand position through words alone with no pointing. | * Make comparisons between objects relating to size, length, weight and capacity. * Combine shapes to make new ones. | * Describe a familiar route. * Begin to describe a sequence of events, real or fictional, using words such as first, then | * Select shapes appropriately (flat surfaces for building, a triangular prism for a roof). * Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. |
| Understanding the World | * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. | * Recognise that people have different beliefs and celebrate special times in different ways. * Recognise some similarities and differences between life in this country and life in other countries. | * Recognise some environments that are different to the one in which they live. | * Understand that some places are special to members of their community. | * Explore the natural world around them. * Draw information from a simple map. | * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. |
| 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 | * Develop storylines in their pretend play. | * Sing in a group or on their own, increasingly matching the pitch and following the melody. | * Return to and build on their previous learning, refining ideas and developing their ability to represent them | * Create collaboratively sharing ideas, resources, and skills. | * Listen attentively, move to and talk about music, expressing their feelings and responses. | * Watch and talk about dance and performance art, expressing their feelings and responses |
| 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. | | | | | |