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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 sensesMy FamilyHalloweenAutumn | ColoursFireworks/DiwaliChristmasNursery RhymesSpace | Toys (in our lifetime)Celebrations (CNY, VD, PT)WeatherBird watching  | Festival of HoliHow do things Grow? (veg/plants)Teddy Bears PicnicDinosaurs  | Farm AnimalsPeople who help usTransport (Vehicles) | Recycling & EnvironmentPirates & MermaidsSummer HolidaysTransition  |
| 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.
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| * 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.”
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| 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.
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| *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.
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| * 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.
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| 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.
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| 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.
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| * 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.
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| 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.
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| Understand the effect of changing seasons on the natural world around themDescribe 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
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| Explore, use, and refine a variety of artistic effects to express their ideas and feelingsExplore and engage in music making and dance, performing solo or in groups. |