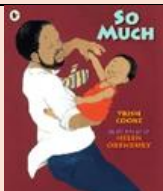
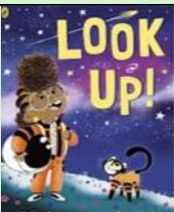


Reception	Autumn 1- All About Me	Autumn 2-My family/My home	Spring 1- Hopes and dreams	Spring 2 - Traditional tales	Summer 1- Planting and growing	Summer 2- Transitions and change
Core texts	 So Much! Elmer A Bit Lost Little Rabbit Foo Foo	 Gorilla This is Our House What We'll Build How To Be On The Moon Mog's Christmas	 What Jobs Could YOU Do? Look Up How to Catch a Star Beegu Croc and Bird	 Rapunzel (Bethan Wood) 3 Billy Goats Gruff (trad not trad) No Dinner Goldilocks Paper Bag Princess	 The Extraordinary Gardener Errol's Garden Bringing the Rain to Kapiti Plain Nature Trail The Tiny Seed	 Circle Ruby's Worry Colour Monster Along Came a Different Something Else
Events and themes	-Settling -Baseline - assessment -Meet the teacher	-Diwali -Harvest -Christmas Performance -Phonics/fine motor workshop	-Dental visit -Dentist role play book corner -Ramadan -Lunar New Year -maths workshop	-World Book Day -Eid -Growing seeds in our classroom	-Tidying our Graden -Making maps -Planting -Visit the park -Forest school sessions	-Sports Day -Puppet theatre trip -Transition to Year1 -Teacher/class room role play -Meet the teacher
Key Vocabulary	Name Family Friend Different Same Feelings	Celebrate Festival Tradition Ceremony Community Together	Career Future Job Hope Goal Achieve	Story Beginning Middle End Character Setting	Outside Nature Plant Flower Minibeast Caterpillar	Change Anticipate New Fresh School Teacher

	Happy Sad Kind	Light Candle Remember	Curious Brave Succeed	Once Upon a time Imagination Chapter	Butterfly Pond Grow	Beginning End Transition
Communication and language						
Listening, Attention and Understanding	Listens attentively during stories and discussions Follows two-step instructions Understands and responds to questions about stories and experiences Develops skills of a 'good listener' (looking, sitting, listening)	Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories SALT interventions for identified children	Offer explanations for why things might happen, making use of recently introduced vocabulary. Introduces a storyline or narrative into their play	Sustains attention when listening to longer stories Understands time language (first, next, then, last) Answers who, what, when and where questions	Listens attentively in whole-class and small-group discussions Builds on what others Say Understands cause and-effect language	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations
Speaking	Uses new vocabulary linked to festivals, seasons and texts Answers who and what questions using full sentences Shares experiences and ideas with support	Uses simple sentences to express needs, feelings and Ideas Talks about people who are special to them (family, carers) Begins to take turns in conversation with peers and adults	Asks why and how questions to extend Understanding Uses longer sentences with conjunctions (and, because) Begins to explain ideas and experiences clearly	Retells familiar stories using story Language Sequences events in the correct order Describes events in detail using connectives Adapts speech depending on the listener	Explains thinking and ideas (e.g. "I think... because...") Uses language to reason, predict and problem-solve Participates confidently in partner talk and group discussions Uses topic-related vocabulary accurately	Speaks confidently to a group Uses full sentences consistently Retells stories and recounts experiences independently Expresses ideas, feelings and opinions clearly

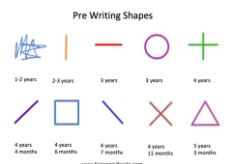
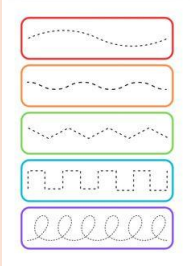
	Begins to comment on changes observed in the environment (our garden)		Additional support: NELI sessions for identified Children		Uses language to describe emotions (linked to Zones of Regulation)	
Communication and Language Early Learning Goals	ELG: Listening, Attention and Understanding Children at the expected level of development will: • 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.			ELG: Speaking Children at the expected level of development will: • 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						
Self-Regulation	Begin to recognise and name own feelings Introduce Zones of Regulation Begin to manage impulses with adult support	Develop a toolkit of strategies to manage feelings Begin to apply regulation strategies in familiar situations	Identify and begin to manage own feelings in social and emotional contexts Apply known regulation strategies in varied situations	Shows confidence in choosing resources and perseverance in carrying out a chosen activity. Apply strategies for managing feelings in a range of situations Reflect on how strategies help regulate behaviour	Show perseverance and resilience when Challenged Manage feelings during collaborative outdoor activities Apply turn-taking and patience strategies independently	Seeks support, "emotional refuelling" and practical help in new or challenging situations. Manage emotions in competitive or group situations (sports day) Reflect on personal growth and emotional development over the year Apply self-regulation strategies independently

Managing Self	Follow simple classroom rules and routines Develop awareness of self as an individual Take responsibility for belongings and personal actions with support	Build self-confidence in daily routines and learning tasks Practice following classroom rules independently where possible	Demonstrate awareness of qualities and differences between self and others Recognise personal strengths and areas for growth	Follow instructions and routines consistently Develop awareness of personal health and hygiene (Healthy Me) Begin to take responsibility for caring for animals and the environment	Follow classroom and outdoor rules independently Practice personal responsibility (tidying up, safety awareness) Understand and follow social norms (waiting politely, sharing)	Demonstrate resilience in new challenges Take responsibility for actions and learning Prepare for transition to Year 1 with independence and confidence
Building Relationships	Build positive relationships with peers and adults Talk about people who are special to them Participate in turntaking and sharing activities with adult support	Recognises that they belong to different communities and social groups and communicates freely about own home and community. Continue to build constructive and respectful friendships Work cooperatively in small group activities	Think about and discuss how others feel (empathy) Engage in collaborative activities with peers Celebrate diversity and positive differences within the group	Explore what makes a good friend Cooperate in group activities Listen and respond to peers constructively	Support and look after peers Cooperate and work collaboratively in groups Talk about what makes a good friend	Recognise and model positive behaviours (kindness, consideration) Celebrate peer achievements and positive contributions Continue to develop and sustain friendships Engage in cooperative group tasks and team activities
Personal Social and Emotional Development Early Learning Goals	ELG: Self-Regulation Children at the expected level of development will: • 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		ELG: Managing Self Children at the expected level of development will: • 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.		ELG: Managing Self Children at the expected level of development will: • 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.	

	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.	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
--	---	--	--

Physical Development

Gross Motor	Beginning to run, jump, climb, balance, negotiate space safely Begin to control movements in different directions	Develops good body awareness through chasing games. Skip, hop, balance on one foot Participate in group games using large muscle skills.	Manages risks safely during independent play. Develop coordination when using bikes, balls Begin moving confidently in different directions; negotiate space safely with others.	Tries out new ways of moving Jump and land safely; climb and balance with increasing confidence Coordinate movements in a range of activities	Participate in more complex games; negotiate obstacles; move with coordination, changing direction and speed Demonstrate strength and agility	Travels with confidence and skill around, under, over and through balancing and climbing equipment. Participate successfully in team or group games.
Fine motor	Engages in playdough, threading, weaving, cutting, mark-making manipulate objects with increasing Control Begin developing pencil grip when drawing- focus on pre writing	Continue fine motor activities Uses simple tools to effect changes to materials; scissors, glue etc. Teach/model correct letter formation. Read Write Inc and drawing club	Continue activities; begin forming letters Correctly Handle tools and objects with increasing control Cut with scissors accurately.	Continue fine motor Activities Hold pencil effectively with a comfortable grip Form more letters correctly Manipulate objects with accuracy.	Continue activities Develop pencil grip and letter formation Use one hand consistently for fine motor activities Cut along straight and curved lines	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly Formed. Manipulate small tools with precision.

	shapes during drawing club.					
Handwriting	Pre handwriting shapes  In phonics and drawing club	Continue with pre writing shapes and introduce patterns  In phonics and drawing club	Letter families: litujy coad Introduce wide lined paper	Letter families: gqesf rbnhmpk	Letter families: vwxyz	Consolidate all letters
Health and self care	Learning lunchtime routine, wash hands, scraping plates, making choices. Can take own jumper off. Knows to put on an apron during creative or water play.	Continuing to develop independence at lunch beginning to serve own food, lay table and clean up Can use the toilet independently most of the time. Putting coat on independently. Putting on wellies when appropriate- mud kitchen.	Shows some understanding of the importance of healthy eating. Can talk about why dental hygiene is important- link to dental team visit.- Tooth brushing role play in home corner.	Putting coat on, increasing independence with zip and or buttons. Understands why it's important to move safely.	Can talk about feeling unwell, anxious, tired, angry or sad- link with zones of regulation and colour monster	Eats a healthy range of foodstuffs and understands need for variety in food. Managing own basic needs independently. Identifying ways we keep ourselves healthy- eating, drinking, exercise
Physical Development Early	ELG: Gross Motor Skills Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others.			ELG: Fine Motor Skills Children at the expected level of development will: - 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, paint brushes and cutlery.		

Learning Goals	• Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	• Begin to show accuracy and care when drawing.
-----------------------	--	---

Literacy

Reading Following Read Write Inc scheme of learning/ Drawing Club	Continues a rhyming string	Hears and says the initial sounds in words	Blend sounds to read words	Continue to blend sounds to read words	Read Green storybooks and some set 2 sounds	Read green or purple storybooks
	Reads single letter set 1 sounds Oral blending- Fred Talk and Fred Games Takes part in whole class story time. Recognising own name.	Read all set 1 sounds; blend sounds orally Continue to support with Fred Games Uses vocabulary and forms of speech that are increasingly influences by their experiences of reading	Reads short Ditty stories Continue to support with Fred Games Begins to read some 'Red Words' (Hight frequency words) Enjoys an increasing range of books Knows that information can be retrieved from computers, books etc.	Read Red storybook Re-enacts and invents stories they have heard in their play Use story language independently Infer basic feelings	Describe main story settings, events and main character Retell stories with increasing independence	Compare fiction and non fiction texts Demonstrate understanding through discussion
Writing	See handwriting above Mark making with meaning. Write own name.	See handwriting above Write CVC words- In phonics and Drawing Club with support	Begin to use capital letters/full stops with support. Write for different purposes (lists, cards,	Writing dictated CVC words in phonics and drawing club with less support (using phonics sounds previously taught)	Writing dictated simple phrases and/or sentences (using phonics sounds previously taught)	Writing dictated simple sentences (using phonics sounds previously taught) Increasing stamina in writing

		Begin to form letters correctly.	labels).		Using phonics more confidently to write with increasing independence	
Literacy Early Learning Goals	ELG: Comprehension Children at the expected level of development will: • 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.	ELG: Word Reading Children at the expected level of development will: • 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.	ELG: Writing Children at the expected level of development will: • 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

Statements taken from NCETM scheme of learning	Singing number songs as part of routines of the day. 1:1 correspondence when counting objects. Subitising small amounts. Just seeing' and knowing straightaway without needing to count.	Looking at composition of 5. Different ways to represent 5. Key focus 5 fingers on our hand. Reinforce understanding of cardinality – that the last number in the count tells us 'how many' things there are altogether in a set of objects – and they will further practise their 1:1	Subitising more complex amounts. Working on recognising numerals to 5. Matching numerals to correct quantities in various games (introducing track games- send home simple track games and dice.)	Beginning to recognise that each counting number is one more than the one before. Counting in sequence and to become secure enough with counting skills to be able to count out a set of objects from a larger set, remembering the 'stopping number.	Develop confidence in counting strategies, including counting on from different starting numbers. During classroom routines lots of opportunities to count beyond twenty, continue to draw attention to the pattern of the counting numbers beyond 20: Twenty one, twenty two etc.	Assessing and deepening the developing fluency with some number facts. Continuing to focus on number relationships and on the composition of number in a variety of contexts. Knowing numbers can be split into parts Show 10 using both hands
---	--	--	--	---	--	--

	Reinforce language- Don't count, say the amount. Looking at why we count, finding out how many altogether. Introducing language of more than fewer than.	correspondence skill, by counting numbers at the same time as moving or tagging objects. Beginning to count larger numbers aloud. Introducing part and whole. Comparing 2 different quantities- focus on more than fewer than, equal to.	Stable order principle. Each number has a value of 1 more than the previous number. Visualise numbers within 5 and to work out how many are hidden when they know the whole number in a set. Looking at die patterns to see composition of 5, then, double dice frames for 6,7- highlight language of 5 and a little bit.	Focus on ordinality- where each number is in relation to another- focus on language of more than less than for counting in sequence. Sorting using different criteria, explaining how and why we have sorted in this way. Composition of numbers to 8. Doubling to 10. When is it double when is it not, introducing concept of 'odd'.	Looking at structured arrangements such as dice frames to 10 Using spatial language and hand gestures to describe sub-groups within these arrangements will deepen the children's understanding of part-part-whole relations and allow them to further consider composition (the numbers within numbers).	Show and describe 'doubles patterns' on their fingers Tell you the sum of some doubles within 10 Counting beyond 20; recognising teen numbers
Mathematics Early Learning Goals	ELG: Number Children at the expected level of development will: • Have a deep understanding of numbers 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.			ELG: Numerical Patterns Children at the expected level of development will: • 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.		
Understanding of the World.						
Past & Present	Recall and sequence simple personal events (e.g., birthday, first day at school).	Sequence celebrations across the year (e.g., Halloween → Diwali → Christmas)	Talks about past, present and future event. Discuss New Year, thinking of resolutions.	Talk about characters from our stories set in the past and now, how are they the same? What differences can we see?	Talk about changes in animals and plants over time (life cycles: chick → chicken, seed → plant). Eid	Observe changes in the school environment across seasons (spring → summer). Looking at photos of our garden.

	Conversations around 'What did you do yesterday.'	Talk about changes in our environment, what's happening in our garden, the park, outside? Looking at how our seeds have grown (Pumpkin, seed, plant.) Cooking: Pumpkin soup- plant seeds after.	Talk about jobs; jobs of the people we know and people we admire in the community. Talk about things we would like to be or do when we are big. Lunar New Year	Ramadan Cooking: sandwiches (growing cress)		
People and Communities	Talk about themselves, their family, and people important to them. Recognise similarities and differences between themselves and others. Explore cultural diversity within the classroom (beliefs, celebrations, traditions).	Talking about our families our homes and our communities. Explore festivals and celebrations from different cultures. Discuss feelings and experiences associated with celebrations.	Identify different jobs (doctors, vets, firefighters, teachers, astronauts). Discuss Jobs and what we enjoy and how that might help us choose what we do when we grow up. Role-play scenarios to explore community roles and other jobs	Talking about our friends that celebrate Ramadan, looking at other festivals and traditions followed in class Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Compare and contrast traditions within the class and at home.	Discuss how humans care for the environment and plants. Drawing maps of our garden, what might we plant where? Eid	Talking about things we have enjoyed over the year. What interests are the same or different from your friends? Talk about how our interests might have changed or developed over our time in Reception. Final parent open evening.
Understanding the World	ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society.			ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		

Early Learning Goals	• 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.	• 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.
-----------------------------	--	---

Expressive Art and Design

Creating with Materials	Explore a range of materials and tools freely (paint, collage, clay, junk modelling). Use colour, texture, and form to represent themselves (selfportraits). Experiment with mark making using different media.	Use a variety of materials to create representations linked to celebrations (cards, decorations). Explore colour mixing and effects. Begin to talk about choices made in their creations.	Design and create props for role play (badges, hats, signs). Use tools and materials with increasing control. Combine materials to achieve a planned effect.	Create of story character models using clay, junk modelling, and collage. Explore pattern, texture, and shape inspired by animals. Use drawing and painting to represent animals and habitats	Explore natural materials (sticks, leaves, stones) to create transient art. Mix colours inspired by nature. Use observational drawing to represent plants and outdoor scenes.	Design and build Puppets and puppet theatre using a range of materials. Combine techniques (cutting, joining, decorating) to create purposeful models. Talk about what they like about their creations and how they could improve them.
Being Imaginative and Expressive	Join in with songs, rhymes, and action songs. Explore role play linked to home and family experiences Begin Music Masters Sessions	Learn and perform songs linked to Celebrations. Explore rhythm using instruments and body Percussion. Engage in role play related to celebrations and family traditions.	Act out familiar roles from life and stories (doctors, vets, firefighters, astronauts). Use voices, movement, and language to develop storylines. Explore sound using instruments to represent actions and emotions.	Use movement to mimic characaters from stories; How might bears move? What about Old Woman in No Dinner? Create simple stories and performances involving characters we know and from our imagination. Explore musical sounds to represent animal	Respond creatively to outdoor experiences through movement and Dance. Use sounds and instruments to represent nature (rain, wind, birds). Engage in imaginative play outdoors.	Create and perform simple stories about Going to school, being a teacher etc. Engage in collaborative role play with shared storylines

				movements or habitats.		
Expressive Art and Design Early Learning Goals	ELG: Creating with Materials Children at the expected level of development will: • 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.			ELG: Being Imaginative and Expressive Children at the expected level of development will: • 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		