

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes	Magical Me All about me/my family and community/Starting School/Autumn/People who help us in our community	Festivals and Celebrations Autumn/Harvest/ Diwali/ Christmas around the world	Ticket to Ride Journeys, transport, Polar regions	Once upon a time.....fairytales Houses and Homes, Dragons, fairy stories.	Down at the bottom of the garden→Our wonderful world Mini-beasts, life cycles, planting, jungles, the equator	Our wonderful world→Exploring the prehistoric world Explorers-David Attenborough, Prehistoric world, Fossils
Celebrations/ Experiences	Class rules and routines. Halloween.	Diawli, Bonfire night, Remembrance day, children in Need, Advent, Christmas, Nativity.	Valentines day, Pancake day (13.2.24), Chinese new year (10.2.24)	World book day (7.3.24), Mother's day (10.3.24), Easter, Spring		Father's day (16.6.24), Sports day, Transition
Possible Texts	Odd Dog out, Perfectly Norman, The squirrel's busy year, Squabbling Squirrels, The Gruffalo, Oi Frog, Oi Dog, Oi Aardvark, Monkey Puzzle.	Tidy, Babushka, Diwali, Stick Man, Room on the Broom, Gingerbread Man.	A dot in the Snow, Lost and found, The Way Back Home, 100 Decker Bus, You Can't Take an Elephant on the Bus, Cops and Robbers, Mr Gumpy's Outing, Motor Miles.	Dragon Post, The Princess and the Wizard, The Odd Egg.	The Big Book of Bugs, Bug Hotel, The Bee Book, There's an orangutan in my bedroom, This moose belongs to me, Doug the Bug, Spinderella, Tiger in the Garden.	Harry and his Bucketful of Dinosaurs, Billy's Bucket, Dinosaur that Pooped a Planet, Tyrannosaurus Drip.
Reading	We follow the Dfe recommended Read Write Inc. phonics programme (RWInc) to teach the children to read. This is taught daily.					
	Phonics Set 1 speed sounds. Fred Talk.	Phonics Set 1 speed sounds. Fred Talk.	Phonics SB books Photocopy ditties.	Phonics Red Ditty Books Green Ditty Books	Phonics Green Story Books Set 2 sounds	Phonics Purple Story Books Set 2 sounds.



	<p>Word Reading To recognise sounds and blend them together to read a simple cvc word. To identify initial sounds in words. To read and identify sounds that I have learnt. To be able to recognise and read my name.</p>	<p>Word Reading To be able to read cvc words and some cvcc/ccvc words with set 1 sounds. To read diagraphs. To read all Sound blending books. To be able to recognise logos. Check for accuracy and sense in own writing.</p>	<p>Word Reading To read simple phrases. To read some red words. Rereading books to develop fluency and comprehension. To read more complex words with sounds that have been learnt. Check for accuracy and sense in own writing.</p>	<p>Word Reading To read simple sentences. To read some red words. To read some words with a higher speed. Rereading texts to develop fluency, speed and comprehension. To understand the use of a capital letter and full stop. Check for accuracy and sense in own writing.</p>	<p>Word Reading Say a sounds for every letter in the alphabet and name 10 diagraphs. Read sentences with full stops and capital letters. To develop fluency with speed in speedy green words. To read common exception words. To identify and read capital letters. Check for accuracy and sense in own writing.</p>	<p>Word Reading Read aloud sentences and books that are consistent with their phonic knowledge, including some common exception words. To read some words without the need to blend them verbally. To identify and read capital letters. Check for accuracy and sense in own writing.</p>
--	--	--	---	---	---	--



	<p>Comprehension To understand, follow and enjoy rhymes and alliterations. To continue a rhyming string. To show an interest and enjoyments in books within the classroom. To recall phrases from stories.</p>	<p>Comprehension To listen to stories with increasing attention and recall. To recall key events in stories. To recall missing phrases and rhymes in stories. To anticipate key events in books. To talk about favourite books.</p>	<p>Comprehension To join in with poems, rhymes and stories in small groups and 1-to-1. Describe main events, story settings and characters in stories. Suggest an ending to a story and make predictions.</p>	<p>Comprehension Describe main events, story settings and characters in stories. To be aware and talk about how a story is structured. Reread stories and develop fluency and comprehension through role play and conversations.</p>	<p>Comprehension To anticipate and predict key events in stories. Create new story lines around well-known stories. Create new endings and develop a narrative.</p>	<p>Comprehension Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Use well-known and favourite stories to develop own narrative.</p>
<p>Writing</p>	<p>We follow the Dfe recommended Read Write Inc. phonics programme (RWInc) to teach the children to read. This is taught daily.</p>					
<p>To form known lowercase letters correctly. To write/copy first name.</p>	<p>To form all letters in the alphabet correctly. To write letters resting on a line. To write first and last name. To write CVC and CVCC/CCVC words correctly. Make corrections.</p>	<p>To write short phrases correctly, to write words and letters on a line, make corrections in their own writing. To use spaces to separate words.</p>	<p>To form and use capital letters, finger spaces and full stops when writing. To make corrections in their own writing. To write simple sentences. All letters to be written the correct way according to size.</p>	<p>To form and use capital letters, finger spaces and full stops when writing. To make corrections in their own writing. All letters to be written and formed correctly according to size and position on the line.</p>	<p>To form and use capital letters, finger spaces and full stops when writing. To make corrections in their own writing. All letters to be written and formed correctly according to size and position on the line. Writing can be read by others and still make sense.</p>	

						To write for longer periods of time independently.
Maths	We follow White Rose Maths (WRM)					
	W1-2 - Baselines W3-4 Match, Sort and Compare W5-6 Talk about measure and patterns W7-8 It's me 1,2,3	W8-9 It's me 1,2,3 W10 Circles and triangles W12-13 1,2,3,4,5 W14 Shapes with 4 Sides W15 Alive in 5	W1 Alive in 5 W2 Mass and capacity W3-4 Growing 6,7,8 W5 Length, height and time	W6 Length, height and time W7,8,9 Building 9 & 10 W10 Explore 3D shapes	W1 Explore 3D shapes W2-3 To 20 & Beyond W4 How many now? W5-6 Manipulate, compose and decompose W7 Sharing and grouping	W8 Sharing and grouping W9,10,11 Visualise, build and map W12 Make connections W13-14 Consolidation
Physical Development	We follow the PE planning scheme for Reception – pe.planning.co.uk					
	<u>Me and myself</u> To dress and undress selves competently. To be aware of own self and space. To develop spacial awareness. To revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Develop fluency with movement. Show a preference for a dominant hand	<u>Working with Others</u> Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. To work with others and take turns, listening and following instructions. Form recognisable letters.	<u>Movement Development</u> Engage successfully with future physical education sessions and other physical disciplines. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency. Fasten and unfasten own coat.	<u>Ball Skills</u> Use large-muscle movements to move balls, streamers and flags. Use whole body to control objects and move them with increasing control. Use a large range of manipulation tools competently.	<u>Fun and Games</u> Works and plays cooperatively and take turns with others. Negotiates space and obstacles safely, with consideration for themselves and others. Demonstrates strength, balance and coordination when playing. Continue to use a large range of manipulation tools independently and competently.	<u>Throwing and Catching</u> Use whole body to control objects and move them with increasing control. Demonstrates strength, balance and coordination when playing. Works and plays cooperatively and take turns with others. To show accuracy, care and competency when using scissors, knives, mark making tools.

					Develop handwriting style independently and accurately.	
Personal Social Emotional Development (PSHE)	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings	Valuing difference I'm special you're special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping myself safe What's safe to go in my body Safe indoors and outside Listening to my feelings Keeping safe online People who can help keep me safe	Rights and responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Being my best Bouncing back when things go wrong Yes, I can! Healthy eating Healthy mind Move your body A good night's sleep	Growing and changing Seasons Life stages – animals, plants, humans Life stages: Human life stage- who will I be? Getting bigger
Music	Exploring voices- singing simple well known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.	Nativity performance- joining in with the words and using actions.	Exploring musical instruments including body percussions. Playing instruments in time and in simple composition.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Experimenting with changing my voice with different tempo, pitch and dynamics.	Listen attentively, move to and talk about how music makes them feel.	Composing and adapting my own music using my voice and with instruments. Create collaboratively, sharing ideas, resources and skills.
Understanding the World	History Chronology -Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Enquiry -Talk about the key roles people have in our society. Name and describe people	History Chronology -Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry -Find out about key historical events	History Chronology - Visually represent their own day on a simple timeline. Use language of days of the week, months of the year. Use language of past/present when talking about transport.	History Chronology - Use language of past/present when talking about homes, describing images of familiar situations in the past. Talk about and understand changes in their own lifetime by creating a personal timeline.	History Chronology -Recount an event orally, pictorially and/or written.	History Chronology - Comment on images of familiar situations in the past. Describe features of objects, people and places at different times and make comparisons. Talk about what is the same and what is different.



	who are familiar in our society.	and why/how we celebrate today (Remembrance day, Christmas Day, Diwali).		Enquiry -Compare and contrast characters from stories including figures from the past. To know that a castle could be a home for some people-kinds, queens, knights, princesses. Identify features of growth and change.		
	Science Our bodies Seasonal Changes	Science Materials	Science Animals	Science Seasonal change Life cycles Staying healthy	Science Minibeasts Plants	
	RE Where do we live and who lives there?	RE How are special times celebrated?	RE What makes a good helper?	RE What can we see in our wonderful world?	RE Who and what is special to us?	RE What can we see in our wonderful world?
	Geography Mapping skills -Talk about features of their immediate environment.	Geography Knowledge-Weather - Explore different types of weather. Talk about the weather. How does the weather affect our local geography?	Geography Enquiry skills - Recognise, know and describe features of a contrasting location. Mapping skills - Recognise some environments are different to the one where they live. Locate the North and South pole on a globe or map.	Geography Mapping -Use positional language.	Geography Mapping - Identify landmarks of our local area. Knowledge-Landscapes - Talk about the differences they have seen in photos. Enquiry -Use technology to make observations or find information about different locations or places.	Geography Mapping -Create own maps using grid paper and symbols.