



Autumn Term - Reception															
Topic		All About Me!							Terrific Tales						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Books		Marvellous Me	The Colour Monster		You choose		Goldilocks and the three bears		The Gingerbread man		Stick Man		The Jolly Christmas Postman		The Christmas Story
Communication and Language	Listening attention and understanding	Carpet and group skills	Answer a question directed to them	Understand different emotions	Understand differences between each other	Understand differences between families	Listen to a story	Answer questions about a story	Repeat known lines from story	Following instructions	Listening and responding to a story		Learn rhymes, poems and songs – Christmas, nativity		
	Speaking	Conversation skills – taking turns	Model talking through day – Good morning how are you?	Talk about themselves and how they feel	Share facts about themselves	Use language to compare	Begin to use story language	Use beginning middle and end	Develop story telling language	Retell a story	Takes part in a discussion	Say what happens in the beginning, middle and end	Share ideas about a story	Use new known language in role play	
Personal, Social and emotional development	Self Regulation	Class rules and routines	Recognising own emotions		Recognise themselves as an individual	Recognise others are individual	Recognise right from wrong		Explain emotions and why they feel like that		How can we help someone else?	Understand how our actions make others feel	Problem solving together	Behaving differently in different situations – church, classroom, outdoors	
	Managing Self	Becoming confident when things are new	Being me in my world		Building relationships with others	Working with others	Controlling own behaviour	Recognising they are following a class rule	Organising self for play	Organising self for a teacher led activity	Understanding wider school rules and following them confidently		Self confidence		
	Building Relationships	Learning the names of peers	Playing with 1 or more peer		Recognising that we are different	Understanding different relationships – mam, friend	Naming peers for play	Working with peers of choice	Sharing resources in play	Sharing resources to complete a task	Working with peers to create a desired outcome of a task		Sending cards and letters to peers	Building relationships with others not close to us – wider school, community	
Physical Development	Gross motor skills	Self care – toilet hand washing		Different ways of moving		Parachute/ lycra games	Using knife and fork effectively		Ball skills throwing and catching		Climbing and jumping		Wheeled toys for riding and balancing		Pushing and pulling
	Fine Motor skills	Pencil grip	Drawing lines and circles	Beginning to attempt writing			Writing some familiar letters		Copying letters forming some known letters	Teacher modelling letter formation		Children using dominant hand for writing	Drawing recognisable pictures	Using letter strings for writing	
Literacy	Comprehension	Showing an interest in stories	Have a favourite story	Understand that print has meaning	Name parts of the book		Sequence a familiar story		Blend sounds into words for reading	Making story maps	Sequencing story using pictures and some words/phrases from the story		Retell stories through role play and acting		
	Word reading	Oral blending	Children recognising a i m s t	Children read sounds speedily a i m s t	Introduce sounds n p o	Children using sounds n p o	Introduce sounds b, c g, h	Children using sounds b, c g h	Introduce sounds d, f, v, e	Children use sounds d, f, v, e	Introduce sounds k, l, r, u	Children use sounds k, l, r, u	Introduce sounds x (ks), y, ff, ll, ss, zz	Children use sounds x (ks), y, ff, ll, ss, zz	
	Writing	Name writing		Giving meaning to marks		Writing some known sounds label characters			Story sequencing		Labels and captions using known sounds – finger spaces		Writing a sentence – finger spaces full stops		

Maths	Number	Counting rhymes and songs	Counting out objects to 10		Recognising numbers 1,2,3	Making numbers 1,2,3	Subitising 1,2,3	1 more 1 less with 1,2,3	Making 6 with objects	1 more 1 less within 6	compare numbers within 6	Addition within 6	Subtraction within 6	Estimate order and compare objects	
	Numerical pattern	Copy and extend colour and size patterns		2d shapes		Recognising numbers 1,2,3 in the environment	Order numbers 1,2,3		Recapping ordering numbers 1 - 3	Recognise and order numbers to 6		Days of the week	Sequence daily events	Months of the year	
Understanding the World	Past and Present	Talk about places they have visited with their families	Talk about how they feel when they spend time with people who are special to them		Discuss places they have visited with their families	Discuss events they have celebrated with their families	Using traditional tale look at similarities and differences in the bears house. How is it different?		Using traditional tales look at similarities and differences in the homes and where they are		Make a timeline of events that happen in stick man – look at seasons and months		Using the book look at how times have changed sending letters, riding bikes what do we do now emails and postal vans	Talk about past Christmas with their families	
	People, culture and communities	Identifying their family	Talking about their family	Talk about people who are special to them – explore extended family		Recognise people from the community	Understand the differences between families		Looking at traditions of making gingerbread at Christmas and making it		Comparing stories from different cultures		Look at Christmas traditions that we have and then throughout the world		
	The natural world	Navigating around the outdoor area		Beginning to show care for the outdoor area		Look at the community we live in- what is in P/Lee?	Explore where the bears house is – woods, what animals live there? What is the setting like?		Look at where ginger comes from and how we use it for cooking		Investigating the natural world and how it changes with the seasons		Drawing information from maps – jolly postman Creating wreaths using natural resources		
Expressive arts and design	Creating with materials	Self portraits - paint	Colour mixing	Own emotions monster - paint	Family portraits	Building homes in the building area – take photo	Collage house pictures		Making gingerbread men		Making stick men		Christmas cards	Christmas baubles	Christmas wreaths
	Being imaginative and expressive	Developing storylines in their play		Sharing our talents	Using characters and settings from story (You choose) to create own stories		Role play – Goldilocks and the 3 bears Retelling/ acting the story		Role playing the story of the gingerbread man	Moving to music and putting music to stories	Performing songs, rhymes, poems and performances for Christmas			Role play the nativity	
Religious Education	Come and see	Myself			Judaism	Welcome		Welcome		Birthday					

Spring Term - Reception														
Topic:		Amazing Animals!					Come Outside							
		1	2	3	4	5	6	7	8	9	10	11	12	13
Books:		A dot in the snow		Little Red riding hood		The Great Race	The Gruffalo		The Very Hungry Caterpillar		Jack and the Beanstalk		The Tiger Who Came to Tea	
Communication and Language	Listening attention and understanding	Ask how questions	Ask why questions	Use clues from text to get more detail about a picture			Hear rhymes in stories	Understand what a rhyming word is	Sustain focus when listening to a story	Understand why listening is important	Listen to instructions and follow them		Predict what is going to happen	Understand beginning, middle and end of a story.
	Speaking	Describe what we see		Tell me why		Answer questions about a story	Describe events in some detail		Talk about object describing it		Describe events in detail – time connects		Use new vocabulary in role play and conversations	
Personal, Social and emotional development	Self Regulation	Talk about how we feel coming back to school	Recognise our happy feelings and what makes us feel this way	Identify other emotions e.g. scared, worried	Recognise when we need help	Celebrate our differences	Identifying how we feel socially		Caring for the wider world and animals enjoying nature	Talk about how they are feeling about something	Reviewing what they have done and how they have overcome a problem	Explain how they have completed an activity and how this makes them feel – proud, happy		Understand impulses but not allowing them to take over
	Managing Self	Identify own behaviour	Modify own behaviour	Think about how we affect others around us and act on this		Manage disagreements and solve problems with peers		Confidently looking after personal hygiene	Staying calm when feeling frustrated – use taught strategies		Solving a problem for ourselves	Finding the resources we need for a task	Waiting to take turns in a game or conversation	
	Building Relationships	Working with friends both following and leading play when required. Communicating and interacting with peers			Solving conflicts	Working together to achieve a joint decided outcome	Helping friends		Working together to look after the outdoor area, creating team work skills	Understanding the relationships we have with others	Talking about our relationships and how people make us feel	Ensuring fairness for everyone	Taking turns and sharing with all	
Physical Development	Gross motor skills	Ball skills – pushing, throwing, kicking, catching, dribbling, aiming			Moving with increasing confidence and control around areas	Racing games	Moving to music – Gruffalo song	Moving in different ways on different textures	Healthy lifestyles – understanding and talking about their importance		Balance – children having control over their bodies balancing	Carefully building and balancing objects	Dance opportunities	Moving in different ways: sliding, tilting, fall, slide, bounce, shuffle...
	Fine Motor skills	Continuing with letter formation Confidently working with malleable materials	Using tools with malleable materials	Holding and using small objects in play	Fastening buttons	Forming letters in strings to convey meaning	Confidently using small objects delicately in play		Comfortable grip forming recognisable letters most correctly formed					
Literacy	Comprehension	Reading simple phrases and common exception words		Children altering known stories to create their own		Children getting information from a book	Role playing being characters in a story – retelling with pictures and puppets		Use vocabulary and speech influenced by books		Gather information from text – seed packets, instructions etc		Develop own narratives and explain connecting their ideas etc	
	Word reading	Sounds write Unit 8		Sounds Write Unit 9		Sounds Write Unit 10		Introduce sounds sh, ch, th, ck, wh, ng, q and u			Confidently use and read all known sounds from Sounds Write initial code			
	Writing	Using known sounds in sentence structure		Changing a character in a story		Answering questions using a sentence	Creating own imaginary creature – descriptive writing		Story sequencing with sentence writing		Writing instructions for planting seeds		Invitation writing	

Maths	Number	Represent explore and count numbers to 10	Addition within 10 – counting on	Subtraction within 10 counting backwards	Greater than and less than 1	Explore numbers to 15		halving	doubling	Sharing into equal groups	Addition within 20	Subtraction within 20
	Numerical pattern	Recognising and ordering numbers to 10 – number bonds to 10				Recognising and ordering numbers to 15		Recognising numbers to 20	Ordering numbers to 20	Verbally counting past 20 – looking at the patterns of numbers		
Understanding the World	Past and Present	Look at igloos and how life has changed for the Inuit's	Placing events from a story in chronological order		The way stories have evolved over time – spoken, written, radio, video			The life cycles of a butterfly	The days of the week	Sequencing the story using time connectives	Comparing the tiger who came to tea with homes today and roles.	
	People, culture and communities	Look at the culture of the Inuit people and how they live	Look at the jobs of the people in little red ridding hood, think about the jobs in our community		Compare our traditions to the Chinese traditions					Where did jack live? Where did the giant live? Compare and contrast their lives	Roles in the community – green grocer, milk man..	Tradition of having a tea party
	The natural world	Making observations of the natural world and recording it	Looking at different environments/ habitats and comparing them	Look at animals that could live in the woods	Comparing different animals	nocturnal animals		Life cycles	Growing planting			
Expressive arts and design	Creating with materials	Designing igloos	Designing snowflakes	Design a new cape for Lille Red Riding hood that will help her in the rain	Chinese writing and lanterns	Building homes for animals to sleep in	Painting our made up creatures	Symmetrical butterfly printing	Experiment with creating art using pastels, paint, pens...	Observational drawings of plants and flowers	Van Gough sunflowers	Henri Rousseau Tiger in a Tropical storm
	Being imaginative and expressive	The snowman music – moving to different beats and tempos	Role playing and acting out the story using story telling language	Chinese music and dancing	Gruffalo music		Moving like different animals butterflies, caterpillars frogs.	Using the puppet theatre retelling the story of Jack ad the Beanstalk		Hosting a tea party		
Religious Education	Come and see	Celebrating			Islam	Gathering		Gathering		Growing		

Summer Term - Reception													
Topic		Ticket to Ride!					Fun at the Seaside!						
		1	2	3	4	5	6	7	8	9	10	11	12
Books:		On the way home		What did the tree see?		The Train Ride	Billy's Bucket		Tiddler		The Sandcastle that Lola Built		Pirates
Communication and Language	Listening attention and understanding	Listen carefully to a story	Relate story to own experiences	Using information from pictures and text		What happened?	Change known stories by action, character or setting		Listen and engage in story telling sessions	Answer questions about the text	To talk how and why you have completed something		Follow instructions
	Speaking	Describe events in detail	Use time connectives	Use new vocabulary to explain what is happening		Talk about what they have learnt	Use story telling language to tell their own stories to a peer		Read books aloud to each other	Use descriptive language to describe an item or picture		Use vocabulary and language associated with Pirates	
Personal, Social and emotional development	Self Regulation	Show resilience and perseverance		Understanding change and how to cope with it	Have confidence to complete own set task		Model positive behaviour			Following rules and routines and being able to talk about why we have them – Year 1 transition			
	Managing Self	Looking after ourselves and our things	Independently tidy up when finished with an activity	Thinking about our dream and goals. What would we like to do?		Discuss why we take tuns	Look how far I have come	Understanding the idea of change – preparation for year 1		Being confident in who I am	Independently solving own problems e.g. if dirt hands washing them or to hot taking jumper off		
	Building Relationships	Looking after others	Understand how others are feeling in different situations	Looking after our world	Explaining thoughts and ideas in play with peers	Listening to others ideas and thoughts	Following the wishes of others	Building relationships with new people – new teachers preparation for year 1		Verbalising relationships – you are kind because.		Working together	
Physical Development	Gross motor skills	Obstacle activities encouraging speed and precision		Opportunities for large building and construction with skill and for a reason		Moving to sounds and music	Team games and races -sack race, egg and spoon, obstacle courses			Building sand castles and forts		Moving to music	
	Fine Motor skills	Comfortable grip - correctly formed recognisable letters										Forming letters correctly and drawing recognisable pictures	
Literacy	Comprehension	Can draw pictures of characters and settings including captions and labels	Can explain the main events of a story	Retrieve information from a book and explain it		Use story language when acting out a narrative	Responds to a story with relevant comments and questions	Identify fiction and non fiction books	Listen to stories accurately anticipating key events		Discusses the main events of a story	Able to talk about what they have read confidently	
	Word reading	Sounds write blended code: ae		Introduce and read sound: ee		Explore alternative sound ea	Introduce oe and o		Introduce er	Confidently reading and using er	e sound	Using and applying ow sound	
	Writing	Writing our own short stories just like Clare in the story		Poster for looking after our word		Captions – tickets, maps	Story mapping – writing own stories		Character descriptions		Writing lists – what you need to take to the beach etc		Treasure maps
Maths	Number	Describe and sort 2d and 3d shapes	patterns	Measure comparing lengths, volumes estimating, ordering		money	Recognise and extend patterns	One more and one less using known number knowledge	Grouping and sharing		Doubling and halving		Estimating and counting

	Numerical pattern	Recognising and ordering Numbers to 20			Counting forwards and backwards to 20	Even and odd numbers		
Understanding the World	Past and Present	Sequencing the story on a time line	Using the story look how the world has changed and evolved	How have trains changed over time	Dinosaurs, where are they now? fossils		The seaside long ago	Pirate stories
	People, culture and communities	Look at stories about other countries – compare and contrast Handa’s walk and Clares walk	look how the communities changed and the transport to get to other places		palaeontologists	Different types of families	Beaches around the world	
	The natural world	Compare the natural world in the different stories	How was the natural world effected in the story?	Watch a train ride where are the places we can visit?	Investigating and exploring beach animals and under the sea animals			How can pirates live on the sea?
Expressive arts and design	Creating with materials	Using clay to create an animal from Handa’s surprise and decorate it	Junk modelling houses	Junk modelling trains boats bridges - transport	Painting and experimenting making light and dark using black and white paint	Paper plate jelly fish	Sand art	Making treasure maps
	Being imaginative and expressive	Learn traditional African songs and dances	Dressing up from different times from the past as seen in the story	Role playing train journeys	Using water colours underwater pictures	Making music!	Learning sea shanties Making passports to go on holiday	Dancing to pirate music
Religious Education	Come and See	Good News		Friends	Friends		Our World	