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| **Reception** | All About Me, Harvest, Traditional Tales, Autumn | Celebrations, Dinosaurs, Christmas | Winter, Lunar New Year, Space | Superheroes, Spring, Easter | Gardens: Plants, Life cycles, Minibeasts | Bears, Summer, Holidays |
| Communication and Language | Use sentences to communicate needs and feelings. Build confidence when speaking to adults and children. Introduce new vocabulary into speech. Be able to express likes and dislikes. Retell familiar stories. Ask and answer questions. Take turns in group activities. Follow instructions. |
| Personal, Social and Emotional Development | Settling in and making friends. Reception code and expectations. Positive play with peers.  | Develop independence with self-care routines. Know who to turn to when feeling anxious or upset. Build positive relationships with staff and peers. Develop resilience and perseverance skills.  | Transition to Year 1. Preparing for change.  |
| Physical Development | Physical play in the outside area: running, jumping, climbing, bikes and scooters, obstacle courses. First PE – experimenting with moving in different ways. Fine motor activities to develop hand strength. | Physical play in the outside area to develop overall body strength, agility and balance.PE sessions: Multi Skills to develop coordination, balance, throwing and agility.Fine motor: start to develop an effective pencil grip. Letter formation. | Physical play in the outside area to develop overall body strength, agility and balance.PE sessions: Gymnastics to develop Co-ordination, agility, strength, flexibility, climbing and balance.Fine motor: continue to develop effective pencil grip. Use scissors correctly.  | Physical play in the outside area to develop overall body strength, agility and balance.PE sessions: Dance. Experiment with different ways of moving to music. Make shapes. Create a dance individually and in pairs. Fine motor: form recognisable letters with an effective pencil grip.  | Physical play in the outside area to develop overall body strength, agility and balance.PE sessions: Athletics. Running, jumping, throwing. Racing in preparation for Sports Day. Fine motor: Continue to improve letter formation. Use a range of small tools safely.  | Physical play in the outside area to develop overall body strength, agility and balance.PE sessions: Ball skills. Explore a range of ways to move a ball using hands and feet. Take part in team games. Fine motor: Use tripod grip effectively to produce neat writing and drawing.  |
| Literacy | Join in with rhymes, songs and poems. Listen to a range of books. Write own name. Mark making to communicate meaning. Rocket Phonics sessions daily.  | Talk about books, expressing likes and dislikes. Increasing control when mark making.Use initial sounds when writing. Rocket Phonics sessions daily. | Explore new vocabulary in books. Make predictions. Segment CVC words using known sounds. Rocket Phonics sessions daily. | Retell stories and sequence events. Segment CVC and CVCC words. Start to write simple captions.Rocket Phonics sessions daily. | Correctly sequence a story. Answer questions about a story. Increase confidence writing simple captions and sentences. Rocket Phonics sessions daily. | Talk about books confidently. Write for a range of purposes. Rocket Phonics sessions daily. |
| Maths | Talk about measure and patterns. Introduce 1,2 and 3Circles and triangles.  | Recognise, represent and order numbers to 5. Find 1 more and 1 less. Composition of numbers to 5. Shapes with 4 sides.  | Mass and Capacity. Recognise, represent and order numbers 6, 7 and 8. Find 1 more and 1 less. Composition of numbers to 8. Doubles to 8. | Length, height and time.Recognise, represent and order numbers to 10. Find 1 more and 1 less. Composition of numbers to 10. Odd and even numbers.Explore 3D shapes. | To 20 and beyond!Addition and subtraction. Manipulate shapes, find 2D shapes on 3D shapes. Exploring shape patterns.  | Sharing and grouping. Even and odd sharing. Patterns, position and mapping. |
| Understanding the World | Use senses to describe the outside. Changing seasons – Autumn. Talk about personal memories using past tense. Think about own life story. Times in the day: morning, afternoon and evening. Learn about respect. Read stories with maps.  | Changes to the natural world over time. Use information books to find out about the past (dinosaurs). Sequence of time using vocabulary first, then, next, after etc. Look at different ways people celebrate special events. Exploring celebrations in different countries. Positional language.  | Winter weather investigations. Explore freezing water. Find out about animals that live in cold countries. Name days of the week and seasons. Identify simple difference between where we live and other countries.  | Identify signs of Spring. Changing seasons. Make observations. Explore roles that people have in society (real life superheroes). Retell daily and weekly routines. Explore how Easter is celebrated around the world.  | Explore what plants need to grow. Name familiar insects and explore their habitats. Learn about life cycles. Think about how the seasons affect our gardens. Draw simple maps of our school grounds. Show respect to our environment.  | Make comparisons between the 4 different seasons. How have we changed during our time in Reception? Share personal memories. Sequence key events. Explore and create simple maps.  |
| Expressive Arts and Design | Natural collage. Self portraits. Sing a range of songs. Clap a rhythm. Explore high and low sounds.  | Rangoli patterns and Diva lamps. Firework pictures using primary colours. Explore how music is used around the world for celebrations. Making different sounds by laying instruments in different ways.  | Explore warm and cool colours. Create ice art. Use instruments to play along to the beat of the music.  | Design and make a superhero cape. Draw an object from careful observation. Experiment with colour mixing. Think about emotion in music. Tap out simple rhythms.  | Clay minibeasts. Detailed drawing of an insect. Change the tempo and dynamic in music. Talk about music.  | Seaside landscapes. Portraits of bears. Experiment with colour, design, texture, form and function. Sing a range of songs and move in time to music.  |