






















## Reception- Autumn Term

Topics	Me and My School and Autumn	Celebrations
<b>CL</b> <b>(Communication and Language)</b> 	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Engage in story times</li> <li>• Ask questions to find out more and check understanding</li> <li>• Develop social phrases e.g. 'Good morning, how are you?'</li> <li>• Share ideas in well-formed sentences</li> </ul>	
<b>PSED</b> <b>(Personal, Social and Emotional Development)</b> 	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings and consider the feelings of others</li> <li>• Work and play co-operatively and take turns with others.</li> <li>• Give focussed attention to what the teacher is saying</li> </ul>	
<b>PD</b> <b>(Physical Development)</b> 	<ul style="list-style-type: none"> <li>• Developing fine motor skills e.g. holding a pencil correctly, using scissors, paintbrushes, knives, forks and spoons</li> <li>• Develop and manage personal hygiene</li> <li>• Revise and refine movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> </ul>	
<b>Literacy</b> <b>(comprehension, word reading, writing)</b> 	<ul style="list-style-type: none"> <li>• Daily phonics – Read Write Inc</li> <li>• Read individual letters by saying the sounds for them</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences (h-a-t hat, sh-op shop)</li> <li>• Read the sounds speedily</li> <li>• Mark making for meaning</li> </ul>	
<b>Maths</b> 	<ul style="list-style-type: none"> <li>• Matching</li> <li>• Sorting and comparing</li> <li>• Counting</li> <li>• Money (introduction)</li> <li>• Time (introduction)</li> <li>• Shape</li> <li>• In depth exploration of numbers 0-5</li> <li>• Early doubling</li> <li>• Exploring mathematical concepts through books.</li> </ul>	
<b>UW</b> <b>(Understanding the World)</b> 	<ul style="list-style-type: none"> <li>• Families – talking about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Celebrating differences – that people have different beliefs and celebrate times in different ways</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Changes outside (Autumn and Winter)</li> </ul>	
<b>EAD (Expressive Arts and Design)</b> 	<ul style="list-style-type: none"> <li>• Explore storylines through play</li> <li>• Self portrait</li> <li>• Explore colour</li> <li>• Using tools, media and textures</li> <li>• Exploring instruments</li> <li>• Sing in a group or on their own, matching the pitch and following the melody</li> <li>• Role play to explore everyday actions and scenarios (homes, post office, delivery service, toy work shop)</li> </ul>	

## Reception - Spring Term

Topics	Traditional Tales	Emergency Services/Jobs and Where We Live
<b>CL</b> <b>(Communication and Language)</b> 	<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts through well-formed sentences</li> <li>• Connect one idea or action to another using a range of conjunctions</li> <li>• Listen to and talk about non-fiction books</li> <li>• Describe events in some details</li> <li>• Use talk to help work out problems and organise thinking, explain how things work and why things may happen</li> <li>• Use new vocabulary in conversation and play</li> </ul>	
<b>PSED</b> <b>(Personal, Social and Emotional Development)</b> 	<ul style="list-style-type: none"> <li>• Manage own basic hygiene and personal needs</li> <li>• Be confident to try new activities</li> <li>• Set and work towards simple goals</li> <li>• Identify and moderate their own feelings, socially and emotionally</li> <li>• Understand their feelings and those of others and show some control in managing their behaviour</li> <li>• Explain the reason for rules</li> </ul>	
<b>PD</b> <b>(Physical Development)</b> 	<ul style="list-style-type: none"> <li>• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>• Understand the importance of a healthy lifestyle e.g. exercise, healthy eating, tooth-brushing</li> <li>• Being a safe pedestrian</li> </ul>	
<b>Literacy</b> <b>(comprehension, word reading, writing)</b> 	<ul style="list-style-type: none"> <li>• Daily phonics – Read Write Inc</li> <li>• Read some letter groups that each represent one sound and say sounds for them (th, sh, ch, ee, or, ign)</li> <li>• Read words that contain familiar letter groups e.g. that, shop, chin</li> <li>• Read a few common exception words matched to the school's RWI phonics programme</li> <li>• Read simple phrases and sentences made up of words with letter- sound correspondences</li> <li>• Re-read these books to build up their confidence and to increase fluency and understanding</li> <li>• Form lower-case and capital letters correctly</li> <li>• Attempt to write meaningful captions/sentences</li> </ul>	
<b>Maths</b> 	<ul style="list-style-type: none"> <li>• Sorting and comparing</li> <li>• Counting</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• In depth exploration of numbers 5,6,7, 8, 9, 10</li> <li>• Doubling</li> <li>• Sharing</li> <li>• Halving</li> <li>• Exploring mathematical concepts through books</li> </ul>	
<b>UW</b> <b>(Understanding the World)</b> 	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to the ones in which they live</li> <li>• Understand that some places are special to members of their community</li> <li>• Know similarities and differences between things in the past and now</li> <li>• Observe changes in the natural world around them, including the season</li> <li>• Operate a simple computer programme</li> <li>• Make observations on animals and plants</li> </ul>	
<b>EAD (Expressive Arts and Design)</b> 	<ul style="list-style-type: none"> <li>• Continue to develop storylines through play</li> <li>• Return to and build on their previous learning, refining ideas and develop their ability to represent them</li> <li>• Create collaboratively, sharing ideas, resources and skills</li> <li>• Explore and play with a wide range of media and materials (indoors and outdoors)</li> </ul>	

## Reception- Summer Term

Topics	Growing and Mini-beasts	Journeys and Transport
<b>CL</b> <b>(Communication and Language)</b> 	<ul style="list-style-type: none"> <li>• Listen to stories and talk about them to build familiarity and understanding</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Retell stories, once they have developed a deep sense of familiarity with the text, some as exact repetition and some in their own words</li> <li>• Use new vocabulary in different contexts</li> </ul>	
<b>PSED</b> <b>(Personal, Social and Emotional Development)</b> 	<ul style="list-style-type: none"> <li>• Manage their own needs</li> <li>• Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Show sensitivity to their own and to others' needs</li> <li>• Set and work towards simple goals</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Focus attention on what teachers says, responding appropriately even when engaged in activity</li> <li>• Follow instructions involving several ideas or actions</li> </ul>	
<b>PD</b> <b>(Physical Development)</b> 	<ul style="list-style-type: none"> <li>• Build on previous skills</li> <li>• Combine different movements with ease and fluency</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outdoors</li> <li>• Confidently use apparatus in a group</li> </ul>	
<b>Literacy</b> <b>(comprehension, word reading, writing)</b> 	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write simple phrases and sentences that can be read by others</li> <li>• Write short stories with words with known letter-sound correspondences, using a capital letter and full-stop. Re-read what they have written to check it makes sense</li> <li>• Demonstrates an understanding of what they have read, by answering questions or talking about it</li> <li>• Use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems</li> </ul>	
<b>Maths</b> 	<ul style="list-style-type: none"> <li>• In depth study of numbers 10-20</li> <li>• Money</li> <li>• Time</li> <li>• Shape</li> <li>• Halving</li> <li>• Doubling</li> <li>• Sharing</li> <li>• Consolidation of all concepts learned</li> </ul>	
<b>UW</b> <b>(Understanding the World)</b> 	<ul style="list-style-type: none"> <li>• Draw information from a map</li> <li>• Explore the natural world around them, make observations and drawing pictures of animals and plants</li> <li>• Comment on images of familiar situations in the past and compare</li> <li>• Compare and contrast characters from stories</li> <li>• Compare and contrast characters from the past</li> <li>•</li> </ul>	
<b>EAD (Expressive Arts and Design)</b> 	<ul style="list-style-type: none"> <li>• Have safely mastered a variety of tools and techniques</li> <li>• Perform songs, poems, stories and dance</li> <li>• Listen to and express their feelings about music</li> <li>• Move to and create an appropriate response to music</li> <li>• Share creations, explaining thought processes behind them</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses</li> </ul>	