

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	Marvellous Me	Terrific Tales	Travel and Transport	Creatures Great and Small	The Great Outdoors	Sea and Shore
Possible ideas / Lines of Enquiry	Baseline All About Me and my family Self portraits Getting to know each other. Looking around our school and the surrounding area	Traditional Tales Fairytales Halloween, Bonfire Night, Diwali, Remembrance Day, Christmas EYFS Nativity performance	London Landmarks How do we travel? Vehicles past and present Space Chinese New Year	Animals around the world Dinosaurs Minibeasts Keeping healthy and our bodies Pancake Day & Easter People that help us	Comparing Environments from around the world Growing plants and flowers Weather and seasons	Holidays Marine life Seaside Pirates Reduce Reuse & Recycle
These may change round, or be replaced depending on child interest						
English Driver Texts	Super Duper You What Makes Me a Me? Family and Me	Gingerbread Man Three Little Pigs The Christmas Story	Naughty Bus Meerkat Mail Astro Girl	The Hungry Caterpillar The Lion Inside Big Book of Dinosaurs	Extraordinary Gardener The Amazing Life Cycle of Plants The Leaf Thief	Clem & Crab The Lighthouse Keeper's Lunch Above and Below: Sea and Shore
Author of the half term	Julia Donaldson	Helen Oxenbury	Oliver Jeffers	Eric Carle	Nick Sharratt	Judith Kerr
Hook	'Marvellous Me' scrapbooks and shoeboxes	Find and follow flour footprints to the book and then a recipe for Gingerbread	Wrapped up present found in classroom (Naughty Bus)	A feast set up on a table with bites taken out of each food	Reception receives a letter from Joe with a special seed inside to grow	Littered scene outside in the sandpit and around classroom.
Possible Enriching Experiences	Visiting our church – St. Oswald's Our first forest school session Harvest Virtual Service	Cooking gingerbread men Diwali celebration EYFS Nativity Performance	Food from around the world Design your own transport.	Hatching chicks Visits from people who help us. Dinosaur bone discovery	Gardening Developing our sensory garden Cooking or baking with our herbs	Imagine That! class trip. Transition activities to get ready for Year 1.
Vocabulary	Vocabulary will be explored through our driver texts, Wow! words of the week, generated for each of the learning areas within the classroom and will be personalised to the children's learning, skills and the various activities.					
Mathematics	<p>Cardinality & Counting Accurate counting of sets of objects 1-5 Subitising 1-3 Numeral Recognition to 5</p> <p>Composition Conceptual subitising - noticing numbers within numbers</p> <p>Comparison Compare sets 1-5 using vocab of more / fewer / most / fewest.</p> <p>Shape/Space 2D shapes and their properties</p> <p>Pattern Simple AB patterns (Complete, copy, make own and spot/correct errors in patterns)</p>	<p>Cardinality & Counting Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 Subitising 1-5</p> <p>Composition Applied conceptual subitising. Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model.</p> <p>Comparison Compare numbers using vocab of more/less Find 1 more using sets of objects on tens frames and on a number track.</p> <p>Pattern Identifying unit of repeat – AB & ABC patterns</p>	<p>Cardinality & Counting Counting backwards 10-1 & ordering numbers 10-1</p> <p>Composition Systematic approach to partitioning sets of objects 1-5 including on part whole model</p> <p>Comparison Find 1 less using sets of objects on tens frame and on a number track</p> <p>Measures Height</p> <p>Shape/Space Spatial vocabulary (in front, behind, in between, on, in, under, first second, third)</p> <p>Pattern More complex patterns – ABB, ABBC Generalising pattern and transferring to another format e.g. link pattern of shapes to movements</p>	<p>Composition Recall number bonds for numbers 1-5 Partitioning and recombining sets of objects 6-9 including on part-whole model and tens frame</p> <p>Measures Length</p> <p>Shape/Space Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across)</p> <p>Pattern (alongside Comparison) Numerical Patterns – patterns linked to finding 1 more/1 less using a mental numberline (Comparison)</p>	<p>Cardinality & Counting Counting beyond 10 noticing pattern in ones</p> <p>Composition Systematic approach to splitting and recombining 10 including on tens frame and part whole model Recall some number bonds for 10</p> <p>Measures Mass</p> <p>Shape/Space 3D shapes: properties of shapes</p> <p>Patterns Numerical patterns: odds & evens</p>	<p>Cardinality & Counting Counting beyond 20 noticing pattern in tens</p> <p>Measures Capacity Time – sequence of events</p> <p>Shape/Space Relationships between shapes</p> <p>Pattern (alongside Composition & Comparison) Symmetry/reflections – link to doubles Share fairly (comparison), Use part whole model to partition numbers where both parts are the same (Composition) and Look at halving as inverse of doubles (Pattern)</p>

Religious Education	<p>I am Special! Why are we all different and special?</p> <p><i>Link to World Faiths:</i> Islam</p> <p>Harvest Why do people of faith say thank you to God at harvest time?</p>	<p>Special People Why do Christians believe Jesus is special?</p> <p><i>Link to World Faiths:</i> Founders and Leaders of faith Buddhism Islam Sikhism</p> <p>Christmas How do Christians celebrate Jesus' birthday?</p> <p><i>Link to World Faiths:</i> Why do Hindus light candles at Diwali? Hinduism</p>	<p>Stories Jesus Heard What stories did Jesus hear when he was a child?</p> <p>Stories Jesus Told Why did Jesus tell stories?</p>	<p>Easter Why do Christians believe that Easter is all about love?</p>	<p>Friendship What makes a good friend?</p> <p>Special Places What makes a place holy?</p> <p><i>Link to World Faiths:</i> Hinduism Islam</p>	<p>Prayer What is prayer?</p> <p><i>Link to World Faiths:</i> Buddhism Islam Judaism</p> <p>Special Times How do you celebrate special times?</p> <p><i>Link to World Faiths:</i> Hinduism Islam Judaism Sikhism</p>
PSHE - JIGSAW (PSED)	BEING ME IN MY WORLD	CELEBRATING DIFFERENCE	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	CHANGING ME
Music	<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</p> <p>Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes, familiar songs and chants. Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p> <p>Listening & Appraising – respond to a range of different genres of music, following Charanga scheme and other genres of music that fit the current topics, interests, cultures and experiences of the children</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p>					
PE (Physical Development)	Balance & Coordination	Dance	Hop, skip, and jump!	Ball Skills & Games	Athletics/Sports Day	Hit the target!
MFL	<p>Throughout the year, Madame Carter will come in and teach the children a variety of different songs, stories, and rhymes in different languages.</p>					

Throughout the year, the children will be provided with a range of progressive activities and learning opportunities that will support the children to achieve the early learning goals (see these below) by the end of year. The classroom and curriculum will be personalised to support the children, their interests and needs. The school have progression documents for each of the areas that support the staff in tracking and monitoring the children's progress and attainment.

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> 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.
Speaking
<ul style="list-style-type: none"> 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.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 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.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> 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 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.
Managing Self
<ul style="list-style-type: none"> 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> 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.
Being Imaginative and Expressive
<ul style="list-style-type: none"> 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.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number 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.
Numerical Patterns
<ul style="list-style-type: none"> 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.

Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> 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.
Word Reading
<ul style="list-style-type: none"> 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.
Writing
<ul style="list-style-type: none"> 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.