

(Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education)

| Area of Learning | Autumn 1 (8 weeks) | Autumn 2 (7 weeks) | Spring 1 (5 weeks) | Spring 2 (5 weeks) | Summer 1 (7 weeks) | Summer 2 (7 weeks) |
|--|--|---|--|---|--|--|
| DM/ELG | DM 3&4-year-olds | DM 3&4-year-olds | DM Reception | DM Reception | DM Reception/ELG | DM Reception/ELG |
| THEMES We will adapt these themes to follow children's interests | What Makes Me Super? Visit from fire service, doctor, police etc. | Festivals Autumn | Happily Ever After Winter | In the Garden Spring | Amazing Animals Summer | Under the Sea Summer |
| Trips/Visitors Enhancements | People from community who help us, fire service doctor + Phunky Foods. | Owl adventures Phunky Foods | Hobgoblin Theatre Phunky foods | Phunky foods | Askham Bryan visit Palaeontologist visit Phunky foods | Park Visit Phunky foods |
| Communication and Language | Enjoys listening to longer stories and can remember much of what happens Understands 'why' questions Uses talk to organise themselves and their play | Uses longer sentences of four to six words Starts a conversation with an adult or friend and can continue it for many turns Asking questions to find out more and to check understanding about what has been said | Listening to and talking about stories to build familiarity and understanding Retelling a story, once they have developed a deep familiarity with the text; some as exact repetition and some in own words Connecting one idea or action to another using a range of connectives | Describing events in some detail Using talk to help work out problems and organise thinking and activities Explaining how things work and why they might happen | Engaging in non-fiction books Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Articulating ideas and thoughts and ideas in well-formed sentences Engaging in non-fiction books Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary |
| | CIRCLE TIME/SMALL GROUP TALKING TIME STORY TIMES DEVELOPING SOCIAL PHRASES SHOW AND TELL ENGAGING IN STORY TIMES LEARNING AND USING NEW VOCABULARY LEARNING RHYMES, POEMS AND SONGS | | | | | |
| Personal, Social and Emotional Development | Separating from carer Rules and Routines Sharing/taking turns - building respectful relationships Hygiene + Healthy eating Expressing their feelings | | Showing resilience and perseverance in the face of challenge (Computing- beebots, ipad games) Identifying and moderating their own feelings socially and emotionally Considering the feelings of others | | Thinking about the perspectives of others Managing their own needs (computing- e-safety and screen time management) | |
| | THESE STATEMENTS HAVE BEEN SPLIT FOR EXTRA FOCUS BUT WILL APPLY ON AN ONGOING BASIS THROUGHOUT THE YEAR | | | | | |

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| Physical Development | Throwing and Catching Ball, hoops, beanbags, quoits | Dance Move in time to a beat, sequence movements | Gymnastics Balancing and moving on equipment | Dance Move in time to a beat, sequence movements | Striking Bats and ball, kicking | Games Team games/Sports Day |
| | Develop skills needed to manage the school day, lining up and queueing, mealtimes, personal hygiene Dough Disco Scissor skills | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | Combine different movements with ease and fluency | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing | Further develop and refine a range of ball skills including throwing catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Know and talk about the different factors that support health and wellbeing Confidently and safely use a range large + small apparatus indoors and outside, alone + in a group |
| | <p>DEVELOP THE OVERALL BODY STRENGTH, CO-ORDINATION, BALANCE AND AGILITY NEEDED TO ENGAGE SUCCESSFULLY WITH FUTURE PE SESSIONS</p> <p>DEVELOP SMALL MOTOR SKILLS SO THAT THEY CAN USE A RANGE OF TOOLS COMPETENTLY, SAFELY AND CONFIDENTLY.</p> <p>DEVELOP OVERALL BODY STRENGTH, BALANCE, CO-ORDINATION AND AGILITY</p> <p>DEVELOP THE FOUNDATION OF A HANDWRITING STYLE THAT IS FAST, ACCURATE AND EFFICIENT.</p> <p><i>(Computing- taking photos on the ipad, beebots,</i></p> | | | | | |
| Literacy | Reading/Writing Name writing Mark making Reading individual letter sounds Hearing initial sounds | Reading/Writing Blending sounds into words so that they can read VC and CVC words Writing names, labels and CVC words | Reading/Writing Read and write simple words and captions Read some exception words | Reading/Writing Read simple phrases and sentences Write simple sentences | Reading/Writing Read and write exception words Read and write simple sentences using a capital letter and full stop | Reading/Writing Read and write exception words Read and write simple sentences using a capital letter + full stop Re-read own writing to check it makes sense |
| | <p>FORM LOWER-CASE LETTERS AND CAPITAL LETTERS CORRECTLY</p> <p>SPELL WORDS BY IDENTIFYING THE SOUNDS AND THEN WRITING THE SOUNDS WITH LETTERS</p> <p>RE-READ BOOKS TO BUILD UP CONFIDENCE IN WORD READING, THEIR FLUENCY AND THEIR UNDERSTANDING AND ENJOYMENT</p> | | | | | |
| Phonics | Introducing to Phonics (rhyming, blending, segmenting) Reading diaries and books go out | Introducing new and revising previously learnt phonemes. Segmenting and blending Phase 2 words | Introducing Phase 3 phonemes Segmenting and blending Phase 3 words | Introducing new and revising previously learnt phonemes. Segmenting and blending Phase 3 words | Revising all previously learnt phonemes. Segmenting and blending Phase 3/4 words | Revising all previously learnt phonemes. Segmenting and blending Phase 3/4 words in sentences |

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| Mathematics | Matching and Sorting 1 to 1 correspondence Comparing amounts, size, mass and capacity Exploring Pattern Representing, comparing & composition of 1,2&3 + Mastery of Number Measures | 2D shapes Positional language Time One more and one less Composition of 1, 2 & 3 Representing, comparing & making numbers up to 5 + Mastery of Number Repeating patterns | Introducing zero Comparing and composition of 4 and 5 Recognition of 6, 7 & 8 Making pairs + Mastery of Number Shape and space | Combining two groups Recognition of 9 & 10 Comparing amounts to 10 Bonds to 10 3D shape Length & Height + Mastery of Number Measures | Building numbers 10+ Counting patterns 10+ Adding More Spatial Reasoning Complex patterns Time + Mastery of Number | Taking away Bonds to 5 and 10 Doubling Sharing + Grouping Even + Odds Exploring more complex patterns + Mastery of Number |
| Understanding the World | <p>Science - Use all of their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see using wide vocabulary</p> <p>History - Ourselves and our families Begin to make sense of their own life story and family's history Talk about members of their immediate family and community Jobs and careers</p> <p>Geography -</p> <ul style="list-style-type: none"> Holidays children have been on Noticing differences Exploring the natural world <p>RE - F2 Which people are special and why?</p> | <p>Science - Talk about the differences between materials and the changes they notice (Christmas baking) Explore how things work Explore and talk about different forces they can feel SEASONAL CHANGE: Autumn</p> <p>History - Bonfire Night/Guy Fawkes Understand the past through settings, characters and events encountered in books and storytelling Diwali and Advent Similarities/ Differences</p> <p>Geography -</p> <ul style="list-style-type: none"> Children's families around the world Diwali, Christmas & other religious festivals around the world <p>RE - F1 Which stories are special and why</p> | <p>Science - Talk about the differences between materials and the changes they notice. (Ice, chocolate) SEASONAL CHANGE: Winter</p> <p>History - Chinese New Year great race story Chinese New Year traditions</p> <p>Geography -</p> <ul style="list-style-type: none"> Draw information from simple map Look at aerial views of school - 'messy maps' (Computing - ipads) Maps from imaginary story settings China focus <p>RE - F3 Which places are special</p> | <p>Science - Plant seeds and care for growing plants. Understand the key features of a life cycle of a plant and an animal. SEASONAL CHANGE: Spring</p> <p>History - Our local area Comment on images in familiar situations in the past (schools in the past) Know some similarities and differences between things in past and now. Living things & habitats Plants & seasonal changes</p> <p>Geography -</p> <ul style="list-style-type: none"> Bringing the wider world into the classroom through images, video clips and shared texts and other resources <p>RE - F4 Which times are special</p> | <p>Science - Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>History - Animals -and habitats Dinosaurs (Mary Anning & Elizabeth Philpot) Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters & events encountered in books storytelling Life cycles</p> <p>Geography -</p> <ul style="list-style-type: none"> Exploring a range of habitats across the world and the animals that live there <p>RE - F5 Where do we belong?</p> | <p>Science - Begin to understand the need to respect and care for the natural environment and all living things. 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.</p> <p>History - Famous sailors in the past</p> <p>Geography -</p> <ul style="list-style-type: none"> Similarities and differences between life in this country and life in other countries Australia + Papua New Guinea focus Sea creatures and their habitats <p>RE - F6 What is special about our world</p> |
| <p>Ongoing: Show interest in different occupations Talk about the lives of the people around them and their roles in society Computing- taking photographs of things that interest them, exploring old toys and machines, watching video clips and listening to music</p> | | | | | | |

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| | UNDERSTAND THE EFFECT OF THE CHANGING SEASONS ON THE NATURAL WORLD AROUND THEM - WHAT THEY SEE, HEAR AND FEEL OUTSIDE | | | | | |
| Expressive Arts and Design | Explore colour + colour mixing Explore + join different materials Self portraits Show different emotions in paintings/drawings Autumn art Singing songs | Use drawing to represent movement/loud noises Bonfire Night art Diwali patterns Christmas art Scissor work/cutting Pitch matching Singing melodic shape of familiar songs | Exploring/experimenting with texture, colour and form (computing- free painting on the ipad) Scissor work/cutting Create/improvise own songs | Returning to and building on previous learning, refining ideas Easter | Creating collaboratively, sharing ideas, resources and skills (computing- IWB collaborative pictures) Sing a range of well-known nursery rhymes and song Dinosaur art Observational drawing of fossils | Share their creations, explaining the process they have used Perform songs, rhymes, poems and stories with others and try to move in time with others - singing games (computing- listening to music, watching video clips) |
| | DEVELOPING STORYLINES IN THEIR PRETEND PLAY CREATE CLOSED SHAPES WITH CONTINUOUS LINES AND BEGIN TO USE THESE SHAPES TO REPRESENT OBJECTS DRAW WITH INCREASING COMPLEXITY AND DETAIL SUCH AS REPRESENTING A FACE WITH A CRICLE AND INCLUDING DETAILS EXPLORE, USE AND REFINE A VARIETY OF ARTISTIC EFFECTS TO EXPRESS THEIR IDEAS AND FEELINGS EXPLORE AND ENGAGE IN MUSIC MAKING AND DANCE PERFORMING SOLO OR IN GROUPS | | | | | |