

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magnificent Me	Colour and Light, let's celebrate!	Ready, steady... off we go	Once upon a time...	Come outside	Earth Explorers - where in the world?
	What a Wonderful World - seasons/weather/growing/being healthy					
Possible Themes/Interests/Lines of Enquiry	Starting school/new beginnings Rules and routines All about me, families, homes Life cycles -humans Feelings and emotions Seasonal change	Celebrations (birthdays, weddings, christenings) Bonfire Night Remembrance Day Children in Need, Harvest Diwali Advent & Christmas Seasonal changes – Autumn/Winter	Our Planet in Space (planets, Neil Armstrong, Tim Peake, stars) Where do we live? UK and the World Seasonal change -winter Changes to materials -freezing, heating, cooling	Traditional tales and stories from around the World Alternative versions of traditional tales Easter -how do we celebrate?	Where do we live? Compare town / countryside Animals and minibeasts Life cycles-Growing and changing Plants and flowers	Comparing places -Polar regions/ rainforest/jungle/desert/ Under the sea and space Recycling, looking after the world. Transport
Communication and Language	Understand how to listen carefully and why listening is important.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts			
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. PE- Learning how to negotiate hall space safely	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. PE-Hall session	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. PE- Hall session	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. PE- Hall session	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Literacy Drawing Club	RWI reinforcement- recognizing single sounds and forming recognisable letter shapes Pete the Cat So much! Rabbit Foo Foo The Colour Monster Starying School	What's in the Witch's Kitchen? The Hairy Toe A Dark Dark Tale Happy Birthday Winnie The Owl & the Star The Jolly Christmas Postman Dear Santa	Where the Wild Things Are The Giant Jam Sandwich Bat Fink- The Short Circuit Case Goodnight Spaceman Whatever Next! The Night Pirates How to catch a star Banana Man meets Dr Gloom	3 Billy Goats Gruff 3 Little Pigs Gingerbread Man Chicken Licken Jack and the Beanstalk	A Very Hungry Caterpillar Arrgghhh Spider! Superworm Farmer Duck Not Now Bernard	Snail and the Whale We're Going on a Bear Hunt Dear Zoo Mr Benn Zookeeper Handa's Surprise

Phonics	Upperby Primary school uses Read, Write, Inc. Phonics scheme to deliver daily phonics sessions Check on the link for further information https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc.phonics-guide					
		Blending using single letter set 1 sounds				
Mathematics - White Rose Maths	<u>Getting to know you</u> <u>Match, sot & compare</u> Matching, sorting and identifying objects <u>Talk about measure and patterns</u> Compare size, mass, capacity Explore copy and create simple patterns	<u>It's me 1, 2, 3!</u> Representing 1, 2, 3 Finding & subitising 1, 2, 3 One more and one less <u>Circles and triangles</u> Identify, name and compare circles and triangles Look for shapes in the environment Describe position <u>1,2,3,4,5</u> Find, subitise and represent 4 and 5 One more and one les (cont) Composition of amounts between 1 and 5 <u>Shapes with four sides</u> Identify, name and combine shapes with 4 sides Shapes in the environment My day & night	<u>Alive in 5!</u> Finding and subitising from 0 to 5 One more & one les Composition Conceptual subitising to 5 <u>Mass and Capacity</u> Compare mass Find a balance Exploring & comparing capacity <u>Growing 6, 7 and 8</u> Find & represent 6, 7, 8 One more & one less Composition of 6, 7, 8 Making pairs Odd and Even Double to 8	<u>Length, Height and Time</u> Explore & compare length & height Talking about time Ordering 7 sequencing time <u>Building 9 & 10</u> Finding, comparing & representing 9 & 10 Conceptual subitising to 10 One more & one less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 Exploring even and odd <u>Exploring 3D shapes</u> Recognise & name 3D shapes Finding 2D shapes within 3D shapes Using 3D shapes for tasks Using 3D shapes in the environment Identify, copy and continue more complex patterns	<u>On the move</u> <u>To 20 and beyond</u> Build numbers beyond 10 (10-20) Continue patterns beyond 10 Verbal counting to 20 Verbal counting patterns <u>How many now?</u> Add more How many did I add? Take away How many did I take away? <u>Manipulate, compose & decompose</u> Select, rotate, manipulate, compose, explain & decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	<u>Sharing and grouping</u> Explore sharing and grouping Even and odd sharing Play with and build doubles <u>Visualise, Build and Map</u> Identify, create and explore pattern rules Replicate and build scenes and constructions visualise from different positions Describe positions Give instructions to build Explore, represent and create maps using models and familiar places <u>Make connections</u> Deepen understanding Patterns and relationships <u>Consolidation</u>
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understanding the Christmas Story- Nativity performance.	Recognise some environments that are different to the one in which they live. Understand space, planets and stars. Recognise the planet they we live on.	Where traditional tales have come from what is there purpose? Where in the world traditional tales have come from. Recognise how traditional tales have changed over time. Compare and contrast characters from stories, including figures from the past.	Explore and observe the natural world around them. Matching the minibeast to the habitat. What plants and flowers we can see in our environment. Naming the simple parts of a flower.	What is a globe? Exploring our world and its parts (sea and land) Compare and contrast different parts of the world, giving an opinion on where you would want to live and why. The importance of looking after our planet (recycling)
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
Expressive Arts and Design Active Music Kapow Art The Poetry Basket	Develop storylines in their pretend play. Kapow- Marvellous Marks Active Music- Rhythm and Pulse	Sing in a group or on their own, increasingly matching the pitch and following the melody. Kapow-Painting and mixed media: Paint my world	Return to and build on their previous learning, refining ideas and developing their ability to represent Them Active Music- Pitch	Create collaboratively sharing ideas, resources, and skills. Kapow- Sculpture and 3D: Creation Station	Listen attentively, move to and talk about music, expressing their feelings and responses. Active Music- Instrumental	Watch and talk about dance and performance art, expressing their feelings and responses Kapow-Let's Get Crafty
	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.					