

Reception	Autumn -		Spring -	Summer -	
Theme	• All About Me • Celebrations		• Winter Wonderland • Growing & Farming	• People who help us • Around the World	
English	Read, Write, Inc Colourful Semantics		Read, Write, Inc Colourful Semantics	Read, Write, Inc Colourful Semantics	
Books	• Colour Monster/ Colour Monster goes to School • Owl Babies • Once there were Giants • 3 little Pigs (Families /Homes)	• Pumpkin Soup • CBeebies- Remembrance Video • Nursery Rhymes- Nursery Rhyme Week • Nativity/ New Year Celebration	• Goldilocks (Hot and cold) • The Great Race • Stickman • Jack and the Beanstalk • Mr Wolf's Pancakes • Little Red Hen	• Little Red Riding Hood (Woodcutter Helps) • Supertato • Collection of Non-Fiction People Who Help Us	
CLL Speaking Listening, attention and understanding	• Beginning to use sentences with four to six words. • Beginning to start a conversation with an adult or a friend and continuing it in turns. • Developing their communication but may struggle with using tenses accurately. • Continuing to use new vocabulary when the topic or theme has ended. • Expanding their vocabulary to include new words related to topic or theme.		• Using complete sentences more regularly. • Using new vocabulary in different contexts. • Using language to explore imaginary events, storylines and themes. • Listening to a whole story from beginning to end. • Knowing that they need to be quiet and concentrate when listening.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Showing specific interest in a non-fiction book linked to a topic or theme. • Showing interest in non-fiction books. • Hold conversation when engaged in back and forth exchanges with their teachers	

	● Listening and following directions and looking at someone when they are speaking. ● Understanding why listening is important. ● Listening to and following an instruction provided they are not over-engaged in their own choice of activity. ● Following stories read to them and talk about the pictures in the book. ● Knowing many rhymes, being able to talk about familiar books, and being able to tell a long story. ● Asking questions to understand. ● Retelling a simple past event in the correct order. ● Using talk to connect ideas, explaining what has happened and anticipating what might happen next, recalling and reliving past experiences. ● Using talk in pretending that objects stand for something else in play, e.g this ruler is a sword. ● Using prepositions when following instructions. ● Asking and responding to why questions. ● Listening to stories with increased attention and recall. ● Asking and responding to 'why' questions. ● Showing interest in the lives of other people or events. ● Listening to one another in one-to-one or small groups.	● Listening and responding to ideas expressed by others in conversation and discussions. ● Asking questions to learn more about an event or a task. ● Using language to imagine and recreate roles and experiencing in play situations. ● Using talk to organise, sequence and clarify thinking, feelings and ideas. ● Linking statements and sticking to a main theme or intention. ● Remembering key points from a story without needing prompts. ● Maintaining attention, concentrating and sitting quietly during appropriate activities. ● Responding to instructions involving a two part sequence.	and peers. Express their ideas and feelings about their experiences using full sentences, including use of past and present and future tenses and making use of conjunctions, with modelling and support from their teacher. ● Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Make comments about what they have heard and ask questions to clarify their understanding. ● 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.
Maths	<u>Number & Numerical Patterns:</u>	<u>Number & Numerical Patterns:</u>	<u>Number & Numerical Patterns:</u>

	- Counting objects to 10 and beginning to count beyond 10. - Selecting the correct numeral to represent 1 to 5, then 1 to 10 objects. - Counting out up to six objects from a larger group. - Linking the number symbol (numeral) with its cardinal value. - Recognising some numerals of personal significance. - Begin to use 'teens' to count beyond 10. - Beginning to familiarise themselves with the tens structure of the number system; - Counting up to three or four objects by saying one number name for each item; <u>SSM:</u> - Talk about the routine of the day and use language like, before and after. - Begin to sort objects into sets - Making more meaningful pictures, patterns and arrangements with shapes. • Using comparative language such as, 'taller', 'shorter' and 'the same'; • Being more confident in identifying shapes in the environment; • Recognising particular shapes that may be useful for certain tasks;	- Show a number of fingers together without counting. - Estimating how many objects they can see and checking by counting them. - Understanding 5,6,7 etc and all manipulations of the number. - Counting an irregular arrangement of up to ten objects. - Understand addition up to 5 using all combinations. Then 6,7,8,9 and 10. - Using the language of 'more' and 'fewer' to compare two sets of objects. - Finding one more or one fewer from a group of up to five objects, then ten objects. - Finding the total number of items in two groups by counting all of them. - Beginning to use the vocabulary involved in adding and subtracting including counting on and back. - Estimating how many objects they can see and checking by counting them; - Beginning to use 'teens' to count beyond 10; <u>SSM:</u> - Recalling the names of some 2D and 3D shapes	- Verbally count beyond 20, recognising the pattern of the counting system. - Have a deep understanding of number to 10, including the composition of each number. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Subitise (recognise quantities without counting) up to 5 - Automatically recall number bonds for numbers 0 to 10 - Have a deep understanding of numbers 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; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>SSM:</u> - Explore characteristics of everyday objects and shapes and use mathematical language to describe them.
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		● Ordering and sorting according to simple properties ● Use the language of direction when programming toys.	● Create and describe patterns ● Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities; ● Use money with increasing confidence.
RE	● Harvest ● I am Special ● Christmas	● Stories Jesus heard ● Stories Jesus told ● Easter	● Special Places ● Special times
UofW Geography Science	<u>All about me/ Celebrations</u> ● 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.	<u>Winter Wonderland/ Growing & Farming</u> ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. ● Explore the natural world around them, making observations and drawing pictures of animals and plants.	<u>Around the world</u> ● 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. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; ● 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.
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Understanding of the World-Educational Programme (Statutory)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and Present

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Talk about members of their immediate family and community. Name and describe people who are familiar to them Compare and contrast characters from stories, including figures from the past.	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations - Christmas To begin to organise events using basic chronology,	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations- Chinese New Year. To recognise that people have different beliefs and celebrate special times in different ways	Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Have an understanding of different religious and cultural celebrations- Easter To show interest in different ways of life	Early Learning Goals 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. Class Timeline- Use past-tense language (yesterday, last year, long ago) when describing a story or a personal event. Name two different celebrations and identify one specific custom for each (e.g., "People light Diwas for Diwali").	

	recognising that things happened before they were born.			
PSED Jigsaw	<u>Being Me in my World</u> ● Who...Me? ● How am I feeling today? ● Being at School ● Gentle Hands ● Our Rights ● Our Responsibilities <u>Celebrating differences</u> ● What am I good at? ● I'm special, I'm me ● Families ● Homes ● Making friends ● Standing up for yourself	<u>Dreams and Goals</u> ● Challenge ● Never giving up ● Setting a goal ● Obstacles and support ● Flight to the future ● Footprint Awards <u>Healthy Me</u> ● Everybody's body ● We like to move it, move it ● Food, glorious food ● Sweet Dreams ● Keeping Clean ● Safe Adults	<u>Relationships</u> ● My Family and me ● Make friends, make friends, never break friends ● Falling out and bullying ● Being the best friend we can be <u>Changing me</u> ● My body ● Respecting my body ● Growing up ● Fun and fears ● Celebration	
PD PE Gross Motor Skills Fine Motor Skills	● Knowing that it is good to be active and sometimes getting out of breath. ● Standing momentarily on one foot. ● Running skillfully whilst negotiating space successfully adjusting speed and direction as needed. ● Mounting stairs, steps or climbing equipment using alternative steps. ● Drawing lines and circles using gross motor movements. ● Holding pencils between thumb and two fingers instead of the whole hand. ● Walking downstairs two feet to each step. ● Moving freely with confidence in a range of ways.	● Starting to experiment with different types of movements. ● Negotiating space carefully. ● Jumping off objects safely and carefully. ● Beginning to show anti-clockwise movements and retrace vertical lines. ● Show a preference for a dominant hand. ● Recognising how they can refine a range of physical actions, such as rolling, running and skipping. ● Travelling with confidence and skill when moving around,	● Negotiate space and obstacles safely, with consideration for themselves and others. ● Use a range of tools, including scissors, paintbrushes and cutlery. ● Moving energetically, such as running, jumping, dancing and skipping and climbing. ● Demonstrate strength, balance and coordination when playing. ● Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.	

	● Showing increasing control when linking movements together. ● Beginning to hold the pencil correctly and showing good control. ● Copying some letters, especially letters from own name. ● Using one handed tools and equipment e.g child scissors.	under, over and through various equipment. ● Showing increasing control when throwing, catching and kicking a ball. ● Handling tools, objects, constructions and malleable materials safely and with increasing control. ● Beginning to form recognisable letters. ● Using a pencil and holding it effectively to form recognisable letters, especially letters in their own names.	● Begin to show accuracy and care when drawing.
EA&D Art & DT Music, Dance and Drama	● Beginning to move rhythmically. ● Tapping out simple repeated rhythms. ● Exploring and learning how sounds can be changed. ● Selecting appropriate brush for a given purpose. ● Using simple tools and techniques competently and appropriately. ● Realising that tools can be used for a purpose. ● Enjoying joining in with dancing and singing games. ● Singing a few familiar songs. ● Imitating movement in response to music. ● Exploring what happens when they mix colours. ● Experimenting with different textures.	● Initiating new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Exploring and learning how sounds can be changed. ● Exploring and learning how sounds can be changed. ● Selecting tools and using techniques needed to shape, assemble and join materials they are using. ● Safely using and exploring a variety of materials, tools and techniques. ● Singing songs, making music and experimenting with ways of changing them.	● Sing a range of well-known nursery rhymes and songs. ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Make use of props and materials when role playing characters in narratives and stories. ● Invent, adapt and recount narratives and stories with peers and their teachers. ● Perform songs, rhymes, poems and stories with others and - when appropriate - try to move in time with music. ●

		- Beginning to build a repertoire of songs and dances. - Experimenting with colour, design, texture, form and function. - Understanding that different media can be combined to create new effects.	
Art & DT (Access Art)	- Drawing: Collecting, arranging, drawing. - Collage:Nursery night time collage	- Painting:Imaginary landscapes - Painting:Burton Hathow Ducklings - Painting:Galaxy Painting	- Working in three dimensions: Fruit and Veg heads - Working in three dimensions:Top tips for cardboard creations
Music (Bolton Music Service/Charanga)	Tune-in to Talking	- Lilting Lullaby (featuring Baby Elephant) - Number Time (featuring Hickory Dickory Dock and Ten Green Bottles)	- Wellbeing Matters (featuring Big Emotions - Binoculars Out, I Am Calm and I Feel Surprised) - Rhythm Adventure (featuring ABC and The Bear Went Over The Mountain)