

Communication and Language	-Understand how to listen carefully and why listening is important. -Engage in story times. -Learn new vocabulary. -Use new vocabulary through the day. -Learn rhymes, poems, and songs.	-Ask questions to find out more and to check they understand what has been said to them. -Develop social phrases. -Engage in story times. -Listen carefully to rhymes and songs, paying attention to how they sound.	-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. -Use new vocabulary in different contexts.	-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.
Physical Development	-Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	-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 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.	-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, tweezers, chopsticks, tools, 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					
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.	
	These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Literacy	-Read individual letters by saying the sounds for them. -Name writing- correct letter and case. -Pencil grip. -Writing initial sounds.	-Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. -Identifying initial and final sounds when writing	-Read some letter groups that represent one sound and say sounds for them. -Read a few common exception words. -Writing simple words-cvc	-Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words. -Re-read these books to build up confidence in	-Form lower-case and capital letters correctly. -Spell words by identifying the sounds and then writing the sound with letter/s. -Captions and simple sentences	-Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. -Some HF words are spelt correctly.

				word reading, fluency, understanding and enjoyment. -Labels and caption writing		-Re-read what they have written to check that it makes sense.
Phonics (Bug Club Phonics)	Phase 2 See separate phonics overview	Phase 2/3 for more detailed planning.	Phase 3	Phase 3/4	Phase 4	Phase 4
Mathematics	-Counting- cardinality, one to one and stable order principles. -Matching and sorting numerals 0-5. -Comparison of numbers - bigger/smaller. -Exploring patterns. -Subitising.	-Calculating- finding the total of two groups. -Calculating- Addition within 10. -Composition - Partitioning using early number bonds. -Counting- One more one less. -2D shape.	-Calculating- Addition. -Calculating- Early subtraction. -Composition - partitioning using number bonds. -Counting- Numbers to 20.	-Counting patterns (odd/even etc). -Length and height. -Composition-Number bonds to 10. -2D and 3D shape. -Subitising. -Calculating- Addition and subtraction.	-Calculating-Addition. -Calculating- Subtraction. -Composition -Number bonds. -Subitising. -Time and Money.	-Calculating-Sharing and halving. -Calculating- Doubling. -Calculating- Addition and subtraction. -Number patterns. -Using a number line. -Composition- Number bonds. -Subitising.
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.	-Recognise some environments that are different to the one in which they live.	-Understand that some places are special to members of their community.	-Explore the natural world around them.	-Draw information from a simple map. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past.
	-Understand the effect of changing seasons on the natural world around them					
Expressive Arts and Design	-Develop storylines in their pretend play.	-Sing in a group or on their own, increasingly matching the pitch and following the melody.	-Return to and build on their previous learning, refining ideas and developing their ability to represent them	-Create collaboratively sharing ideas, resources, and skills	-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
	-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.					