

EYFS – Reception

Reception Jade and Emerald	Term 1 Autumn 1	Enquiry Theme	All About Me				
		Enquiry Question	Why am I special?				
Role play	Inside	Home corner/ cafe			Outside	GP's Surgery	

Throughout all learning, the Reception Team will ensure activities and interactions which support the Characteristics of Learning:			Playing and exploring – engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation: Being involved and concentrating; Keeping trying; Enjoying achieving what they set out to do Creating and thinking critically – thinking ; Having their own ideas; Making links; Choosing ways to do things				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social and Emotional Development (PSED) Self-Regulation Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ELG: Managing Self Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day. ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	Self-Regulation Mindfulness activities – discuss how we feel before/after this activity	Self-Regulation Zones of Regulation – Green. What makes us happy?	Self-Regulation Zones of Regulation – Yellow. How do we calm ourselves?	Self-Regulation Zones of Regulation – Red. How can we calm ourselves when we are angry?	Self-Regulation Zones of Regulation – Blue. How do we feel when we are tired?	Self-Regulation Resolving conflict – model ways to calm down.	Self-Regulation Resolving conflict – How can we learn how to take turns with our friends?
	ELG: Managing Self Familiarisation activities within class.	ELG: Managing Self Why do we have rules? Create Class Charter and rules.	ELG: Managing Self We can dress and undress independently.	ELG: Managing Self We can manage own basic hygiene.	ELG: Managing Self We can follow rules without needing an adult to remind us.	ELG: Managing Self We can identify when we do and don’t need help.	ELG: Managing Self We see ourselves as a valuable individual.
	ELG: Building Relationships We can join in small group play activities.	ELG: Building Relationships We can play with one or more other children.	ELG: Building Relationships We can work together to create an exciting area of learning in the classroom.	ELG: Building Relationships We are starting to understand how others may be feeling?	ELG: Building Relationships We can play with one or more other children – extending and elaborating play ideas.	ELG: Building Relationships We can find solutions to conflict.	ELG: Building Relationships We understand that we are members of a community. (11Before11)
Physical Development (PD) Fine Show a preference for a dominant hand. Use one-handed tools and	Fine We can use a knife and fork to eat our lunch.	Fine We can use a knife and fork to eat our lunch.	Fine We can show a preference for a dominant hand.	Fine We can use a comfortable grip with good control.	Fine We can use scissors correctly.	Fine We can pick up small objects using good control.	Fine We can start to form some letters correctly.
	Gross	Gross	Gross	Gross	Gross	Gross	Gross

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<p>equipment, ie, making snips in paper with scissors. Gross Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene</p>	<p>We are increasingly independent when putting on coats and doing up zips.</p>	<p>We are increasingly independent when putting on coats and doing up zips.</p>	<p>We can collaborate with others to manage large items, ie, set up obstacle course.</p>	<p>We can choose the right resources to carry out a plan.</p>	<p>We can follow a series of movements incorporating balance and grace.</p>	<p>We can follow a series of movements including hopping, skipping and jumping.</p>	<p>We are able to line up, queue and manage our personal hygiene throughout the day.</p>
<p>Communication and Language (CL) Listening, Attention and Understanding Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Speaking Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.</p>	<p>Listening, Attention and Understanding We are able to listen to stories and understand what is happening with the help of pictures.</p>	<p>Listening, Attention and Understanding We are able to listen carefully and understand why listening is important.</p>	<p>Listening, Attention and Understanding We can follow an instruction made up of two parts.</p>	<p>Listening, Attention and Understanding We can understand 'why' questions.</p>	<p>Listening, Attention and Understanding We engage fully in stories within the class.</p>	<p>Listening, Attention and Understanding We listen carefully to rhymes and song, paying attention to how they sound.</p>	<p>Listening, Attention and Understanding We are able to learn rhymes, poems and songs.</p>
	<p>Speaking We can participate in the register and start to develop social phrases, ie, Good Morning.</p>	<p>Speaking We can use full sentences when talking to friends and adults.</p>	<p>Speaking We can use a range of social phrases throughout the day, ie, Good morning, Good afternoon.</p>	<p>Speaking We can ask 'Why' questions.</p>	<p>Speaking We are able to learn new vocabulary and use it correctly.</p>	<p>Speaking We can join in rhymes and song, paying attention to how they sound.</p>	<p>Speaking We are able to sing rhymes, poems and songs.</p>
<p>Literacy Word reading Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Writing Write some or all of their name. Write some letters accurately.</p>	<p>Texts: My Mum and Dad Make Me Laugh, Funny Bones, Dogger, My Five Senses, Owl Babies, Shhh, Six Dinner Sid</p>						
	<p>Word reading We can recognize our names.</p> <p>Phonics Letters and Sounds- REAch2 Staple Diet</p>	<p>Word reading We can recognise our names.</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>	<p>Word reading We know that text in English move across the page (left to right)</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>	<p>Word reading We can recognize words with the same initial.</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>	<p>Word reading We can turns pages and follow the sequence of a book.</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>	<p>Word reading We understand that print has different purposes.</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>	<p>Word reading We are starting to read some letters by saying the sounds for them.</p> <p>Phonics Letters and Sounds- - REAch2 Staple Diet</p>
	<p>Comprehension We can engage in story time.</p>	<p>Comprehension We can repeat words and phrases from familiar stories.</p>	<p>Comprehension We can ask questions about a book.</p>	<p>Comprehension We can make comments and share ideas about a book.</p>	<p>Comprehension We can develop play around favourite stories.</p>	<p>Comprehension We can use new vocabulary that we have learnt in a book.</p>	<p>Comprehension We can predict different endings to stories.</p>
	<p>Writing We can write some or all of our name.</p>	<p>Writing We can write some or all of our name</p>	<p>Writing We can write some or all of our name</p>	<p>Writing We can write some letters accurately.</p>	<p>Writing We can write some letters accurately.</p>	<p>Writing We can write some letters accurately.</p>	<p>Writing We can write some letters accurately.</p>
<p>Mathematics Number</p>	<p>Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting</p>						

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<p>Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.</p> <p>Numerical Patterns Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: 'more than', 'fewer than'. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round. Describe sequence of events (real or fictional) using words such as first, then, next.</p>	<p>Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day</p>							
	<p>Number We can show 'finger numbers' up to 5.</p>		<p>Number We can recognise up to 3 objects without having to count them individually (subitising).</p>		<p>Number We can link numerals and amounts up to 5.</p>		<p>Number We can use our own symbols to represent numbers.</p>	
<p>Numerical Patterns We can say one number for each item in order: 1, 2, 3, 4, 5.</p>		<p>Numerical Patterns We can compare quantities using language: more than, fewer than, equal to.</p>		<p>Numerical Patterns We can talk about and explore 2D and 3D shapes using informal mathematical language.</p>		<p>Numerical Patterns Recite numbers past 5 and in order to 10</p>		
<p>Understanding the World Past and Present Begin to make sense of their own life story and family's history. People, Culture and Communities Talk about members of their immediate family and community. Name and describe people who are familiar to them. The Natural World Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Past and Present We can talk about what we did at home before we came to school.</p>		<p>Past and Present We understand that we belong to a family of different generations.</p>		<p>Past and Present We know that our parents had different types of toys and games to what we have today.</p>		<p>Past and Present We understand that some stories were written a long time ago.</p>	
	<p>Past and Present We know that we were once babies who grew into adults.</p>		<p>Past and Present We know that we will grow into adults in the future.</p>		<p>Past and Present We can recognise how our local area has changed.</p>			
	<p>People, Culture and Communities We know that are joining a new school community.</p>		<p>People, Culture and Communities We can name and describe people who are familiar to them.</p>		<p>People, Culture and Communities We know that our friends come from different communities from around the world.</p>		<p>People, Culture and Communities We can recognise similarities and differences between different cultures.</p>	
<p>People, Culture and Communities We can recognise some occupations within our community.</p>		<p>People, Culture and Communities We know how people in our community help us.</p>		<p>People, Culture and Communities We know that some places are special to families in our community.</p>				
<p>The Natural World We can find natural resources in our EYFS garden.</p>		<p>The Natural World We can group materials we find in out EYFS garden.</p>		<p>The Natural World We know that we have five senses.</p>		<p>The Natural World We can use one of our senses to identify / group objects.</p>		
<p>The Natural World We can use one of our senses to identify / group objects.</p>		<p>The Natural World We can use one of our senses to identify / group objects.</p>		<p>The Natural World We can use one of our senses to identify / group objects.</p>		<p>The Natural World We know how we can care for the natural world.</p>		

Expressive Arts and Design Creating with Materials Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Being Imaginative and Expressive Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Creating with Materials We can take part in pretend play, representing one object for another thing.	Creating with Materials We can create use continuous lines to represent objects.	Creating with Materials We are able to explore colours and mix them to create a new effect.	Creating with Materials We can show different emotions in our drawings, such as happiness and sadness.	Creating with Materials We can use blocks and construction items to create different small worlds.	Creating with Materials We can develop complex stories using small world equipment such as dolls houses.	Creating with Materials We can use drawing to represent ideas like movement or loud noises.
	Being Imaginative and Expressive We can listen to what we have heard, and respond in an expressive way.	Being Imaginative and Expressive We can take part in songs and create actions to go with them.	Being Imaginative and Expressive We can explore and engage in music making in a small group.	Being Imaginative and Expressive We understand that music can change the way that you feel.	Being Imaginative and Expressive We can create our own songs or improvise ones that we know.	Being Imaginative and Expressive We can share our feelings about watching a dance performance.	Being Imaginative and Expressive We can sing a song within the correct pitch of tone.
Specific progression subjects for school curriculum continuation							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Music Songs and rhymes	Singing songs and reciting rhymes	Clapping a rhythm to a familiar song	Using instruments to beat a simple rhythm to a familiar song	Harvest songs	Harvest songs	Harvest songs	Diwali song
Computing Children recognise that a range of technology is used in places such as homes and schools They select and use technology for particular purposes	Recording and playing back sounds			Manipulating objects on a screen			
PE Balance skills Rolling and balancing balls and beanbags Following simple movements	Ball skills: Rolling and holding on hand Dance: Making different shapes	Ball skills: Rolling to a partner-sitting on floor Dance: Following a simple sequences of movements	Ball skills: Walking and balancing a ball on hand Dance: Responding to music using simple sequence of dance moves	Ball skills: Balancing a bean bag on palm and top of head Gym: Walking along and balancing on benches and lines	Ball skills: Running and placing bean bag on marker Gym: Walking along and balancing on benches and lines	Ball skills: Running and placing bean bag on marker Dance: Responding to music using simple sequence of dance moves	Ball skills: Relay – passing bean bag from palm or head Dance: Responding to music using simple sequence of dance moves
RE What makes people special? How do people celebrate?	Who are our special people?	What makes people special?	What festivals or occasions do I celebrate and how do I celebrate?	Harvest festival		Diwali- making a Diva lamp	

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	Rosh Hashanah						The importance of light in celebrations
PSHE and Citizenship Jigsaw- Being Me Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good	Self identity	Understanding feelings	Being in a classroom	Being gentle	Rights and responsibilities	Rights and responsibilities	Rights and responsibilities
MfL <i>Spanish</i> Language Angels- I'm learning Spanish- name, numbers, colours	We are learning how to say our name		We can count up to 10 in Spanish		We can say the colours		
Visitors	Buddies- see performance						
Visits	Buddies- get to know you						
REAch2's 11 before 11 Promises	 10 good deeds		 Seeds to supper		 Create something amazing		