

EYFS – Reception

	Subject area	Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception Jade and Emerald	Enquiry Theme	All About Me	Paws, Jaws and Claws	Superheroes	It's a Bug's Life	Under the Sea	Sing a Rainbow
		Child-led mini enquiries	Child-led mini enquiries	Child-led mini enquiries	Child-led mini enquiries	Child-led mini enquiries	Child-led mini enquiries
		Once Upon a Time and Rhyme <i>Role Play and Talk for Writing focus- community performance</i>		Down at the Bottom of the Garden <i>Planting and eco-focus- community shared project</i>			
	Enquiry Question	Why am I special?	How can I look after a pet?	Who does a super job to help me?	How do minibeasts help our garden?	How can creatures live under the sea?	How can the weather change?
	Prior knowledge	Prior, baseline and ongoing assessment for learning					
Future knowledge	Knowing Me, Knowing You- Y1	Fairy Tales- remastered -writing- Y1				Glorious Gardens- Y1	Wacky Weather- Y1
Role play	Inside	Home corner/ cafe	Vets/ Animal Hospital	Superhero's Lair	Gardening Centre	Sea creature's emporium	Weather studio
	Outside	GP's Surgery	Safari Zoo	Emergency Services base- Fire Station/ Police Station	Garden shed	Ship/ shipwreck	Lighthouse

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					
Subject area	Autumn		Spring		Summer		Schemes used
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Personal, Social and Emotional Development (PSED)	School GRIT values: Giving and gratitude; Resilience and readiness; Integrity and inspiration; Trust and teamwork						
	Self-Regulation Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Self-Regulation Identify and moderate their own feelings socially and emotionally	Self-Regulation Talk with others to solve conflicts.	Self-Regulation Show resilience and perseverance in the face of challenge.	Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.		

					Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	
	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: Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently.	ELG: Managing Self See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed).	ELG: Managing Self Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.	ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	
	ELG: Building Relationships Play with one or more other children, extending and elaborating play ideas.	ELG: Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others.	ELG: Building Relationships Help to find solutions to conflicts and rivalries.	ELG: Building Relationships Build constructive and respectful relationships.	ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	
Physical Development (PD)	Fine Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors.	Fine 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 spoons.	Fine Use a comfortable grip with good control when holding pens and pencils.	Fine Develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	

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	<p>Gross</p> <p>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>Gross</p> <p>Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing</p>	<p>Gross</p> <p>Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being safe pedestrian.</p>	<p>Gross</p> <p>Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>	<p>Gross</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		
Communication and Language (CL)	<p>Listening, Attention and Understanding</p> <p>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".</p>	<p>Listening, Attention and Understanding</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Listening, Attention and Understanding</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	<p>Listening, Attention and Understanding</p> <p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Listening, Attention and Understanding</p> <p>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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>		
	<p>Speaking</p> <p>Develop social phrases. "Good morning, how are you?" Learn new vocabulary and use it throughout the day in different contexts.</p>	<p>Speaking</p> <p>Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Speaking</p> <p>Describe events in some detail. Connect one idea to another using a range of connectives. Articulate ideas and thoughts in well-formed sentences.</p>	<p>Speaking</p> <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		
Literacy	<p>Texts: My Mum and Dad Make Me Laugh, Funny Bones, Owl Babies, Dogger, My Five</p>	<p>Texts: Dear Zoo, We're Going on a Bear Hunt, Handa's Hen, Six Dinner Sid,</p>	<p>Texts: People Who Help Us: Chef, Fire Fighters, Doctors, Police The Jolly</p>	<p>Texts: The Bad Tempered Ladybird, The Very Hungry Caterpillar Oliver's</p>	<p>Texts: Rainbow Fish, Tiddler, Commotion in the Ocean, A Hole in the Bottom of the</p>	<p>Texts: The Lighthouse Keeper's Lunch, May I come In?, Pignic, Come on Rain, The</p>	Pie Corbett-Talk for Writing

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	Senses, <i>Shhh, Six Dinner Sid</i>	Farmer Duck, Polar Bear, Polar Bear, What Do You Hear? <i>On The Way Home, Rosie's Walk, Mr Gumpy's Outing, The Gruffalo</i>	Postman, Five Minutes' Peace, Supertato	Vegetables, Snail Trail, Little Red Hen and Tiny Seed, <i>Farmer Duck, Handa's Surprise</i>	Sea, The Snail and the Whale, Sharing a Shell, The Storm Whale, <i>Mrs Armitage on Wheels</i>	Rain Came down, When the Wind Blows, <i>Goodnight Moon, Whatever Next,</i>	Letters and Sounds- Little Wandle
	Word reading Phonics Letters and Sounds- Phase 2 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.	Word reading Phonics Letters and Sounds- Phase 2 Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them.	Word reading Phonics Letters and Sounds- Phase 3 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word reading Phonics Letters and Sounds- Phase 3 Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment.	Word reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Phonics Letters and Sounds- Phase 3 and 4		
	Comprehension Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Comprehension Engage in extended conversations about stories, learning new vocabulary.	Comprehension Use vocabulary and forms of speech that are increasingly influenced by their range of books.	Comprehension Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
	Writing Write some or all of their name. Write some letters accurately.	Writing Use some of their print and letter knowledge in their early writing. Form lower-case and	Writing Spell words by identifying the sounds and then writing the sound with letter/s.	Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full	Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.		

		capital letters correctly.		stop. Re-read what they have written to check that it makes sense.	Write simple phrases and sentences that can be read by others.	
Mathematics	Number and Place Value- Numbers to 5 Addition and Subtraction- Sorting Number and Place Value- Comparing Groups Addition and Subtraction- Change within 5 Measurement- Time- My Day		Addition and Subtraction- numbers to 5 Number and Place Value- numbers to 10 Addition and Subtraction- Addition to 10 Geometry- Shape and space		Geometry- Exploring patterns Addition and Subtraction- Count on and back Number and Place Value- numbers to 20 Multiplication and Division- Numerical Patterns Measurement- measure	White Rose NCETM
	Number 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.		Number Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.		Number Have a deep understanding of number 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.	
	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.		Numerical Patterns Count verbally beyond 10. Understand the 'one more/one less than' relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as 'in front of' and 'behind'. Compare numbers using appropriate vocabulary such as 'more than' 'less than', 'equal to'. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapes.		Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Understanding the World	Past and Present Begin to make sense of their own life story and family's history.	Past and Present Comment on images of familiar situations in the past.	Past and Present Compare and contrast characters from stories including figures from the past.		Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing	

					<p>on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
	<p>People, Culture and Communities</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p>People, Culture and Communities</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>People, Culture and Communities</p> <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map.</p>	<p>People, Culture and Communities</p> <p>Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 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.</p>	
	<p>The Natural World</p> <p>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>The Natural World</p> <p>Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p>	<p>The Natural World</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.</p>	<p>The Natural World</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.</p>	<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. 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.</p>	
Expressive Arts and Design	<p>Creating with Materials</p> <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Show different</p>	<p>Creating with Materials</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Creating with Materials</p> <p>Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create</p>	<p>Creating with Materials</p> <p>Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>	


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	emotions in their drawings. Explore colour and colour mixing.	Use drawing to represent ideas like movement or loud noises.	closed shapes with continuous lines and begin to use these shapes to represent objects.	Develop storylines in their pretend play.			
	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.	Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song.	Being Imaginative and Expressive Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	Being Imaginative and Expressive Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
Specific progression subjects for school curriculum continuation							
Music						Music Express	
Computing	Unit 1 We have confidence Unit 2 We can take turns Unit 3 We are successful Unit 4 We have feelings	Unit 5 We can drive Unit 6 We are DJs Unit 7 We can exercise Unit 8 We are healthy	Unit 9 We can listen Unit 10 We can understand instructions Unit 11 We can understand messages Unit 12 We are talkers	Unit 13 We are digital readers Unit 14 We can email Unit 15 We can blog Unit 16 We can count	Unit 17 We are designers Unit 18 We are shape-makers Unit 19 We are community members Unit 20 We can observe	Unit 21 We are games players Unit 22 We are creative Unit 23 We can record soundtracks Unit 24 We are film producers	Rising Stars
PE	Body Management Unit 1	Co-operate and Solve Problems Unit 1	Gymnastics Unit 1	Body Management Unit 2	Co-operate and Solve Problems Unit 2	Gymnastics Unit 2	The PE Hub
	Manipulation and Co-ordination Unit 1	Dance Unit 1	Speed Agility Travel Unit 1	Manipulation and Co-ordination Unit 2	Dance Unit 2	Speed Agility Travel Unit 2	

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RE	What makes people special? How do people celebrate?	What makes people special? What can we learn from stories? How do people celebrate?	What can we learn from stories? How do people celebrate?	What can we learn from stories? How do people celebrate?	What makes people special? What can we learn from stories? How do people celebrate?	What makes places special? What can we learn from stories? How do people celebrate?	Pan-Berkshire SACRE Discovery RE
PSHE and Citizenship	<p>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</p>	<p>Celebrating Difference Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself</p>	<p>Dreams and Goals Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal</p>	<p>Healthy Me Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost</p>	<p>Relationships Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry</p>	<p>Changing Me Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on</p>	Jigsaw
MfL <i>Spanish</i>	I'm learning Spanish- name, numbers, colours	Animals- nouns, articles and I am	Musical Instruments- I play	Little Red Riding Hood- parts of the body	I can- activities	Ancient Britain- I am, I have, I live.	Language Angels

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Visitors	Buddies – meet and greet in school and in residential complex	Buddies to see performance	Emergency Services	Buddies- gardening projects	Buddies- gardening projects	Buddies to see performance	
Visits	Buddies – ‘meet and greet’ in school and in residential complex	Buddies – ‘get to know you’ time in school and in residential complex		Beale Park	Bird World Underwater World and Farm		
REAch2’s 11 before 11 Promises				Wildlife Warrior 		Caring Campaigner 