

	Autumn		Spring		Summer	
	8 weeks	7 weeks	6 weeks	4.5 weeks	7 weeks	6 weeks
KEY TEXTS	Peace at Last Colour Monster The Gruffalo Leaf Man Pumpkin Soup	The Light in the Night Circle, Triangle The Very Busy Spider Jesus' Christmas Party	We're Going on a Bear Hunt What the Ladybird Heard The Great Race	My Two Grannies People Who Help Us The Easter Story	Supertato The Very Hungry Caterpillar The Tiny Seed	Dear Zoo Elephant on a Bus Wheels on the Bus
PHONICS	Secure phase 1 phonics Single letter Set 1 RWI sounds	All single letter and special friends Set 1 RWI sounds Blend sounds into words orally	Review Set 1 RWI sounds Short ditties and story books red	Review Set 1 RWI sounds Story books green	Some Set 2 RWI sounds Story books purple	All Set 2 RWI sounds Story books pink
LITERACY	Form letters correctly as introduced in Set 1 RWI sounds Use these letters to label people and objects, thinking about the initial sounds	Write first names, forming lower case and capital letters correctly Write CVC words by identifying the sounds and then writing the sound with a letter	Write some common exception words Hold a sentence and write it using CVC words and common exception words	Write first and last names, forming lower case and capital letters correctly Hold a sentence and write it using Set 1 RWI sounds and common exception words Re-read what they have written to check that it makes sense	Build up confidence and fluency to write for a purpose Hold a sentence and write it using Set 1 and 2 RWI sounds and common exception words, introducing capital letters and full stops Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Link sentences to create a short narrative Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
MATHS	Subitise to 5 Explore the composition of numbers to 5 Link the number symbol (numeral) with its cardinal number value to 5 Count objects, actions, and sounds	Select, rotate, and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes to recognise a shape can have other shapes within it Continue copy and recreate patterns	Subitise to 10 Explore the composition of numbers to 10 Link the number symbol (numeral) with its cardinal number value to 10	Automatically recall number bonds to 5 and some to 10 Understand the 'one more than/one less than' relationship between consecutive numbers	Compare numbers Compare length, weight, and capacity	Work with amounts beyond 10
UTW	Name and describe people who are familiar to them Talk about members of their immediate family Describe what they see, hear, and feel outside	Explore the natural world around them Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways	Draw information from a simple map	Talk about members of their community Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Make observations and drawings of animals and plants Understand the effect of changing seasons on the natural world around them	Recognise some similarities and differences between life in this country and what it is like in other countries Recognise some environments that are different to the one in which they live
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
EAD	Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups	Sing in a group or on their own, increasingly matching pitch and following the melody Explore a variety of artistic effects to express their ideas and feelings	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	Create collaboratively, sharing ideas, resources, and skills	Use and refine a variety of artistic effects to express their ideas and feelings	Return to and build on their previous learning, refining ideas and developing their ability to represent them

EYFS is a child-centered approach to learning whereby the children are active participants. This involves giving the children choices of learning activities with the teacher acting as the facilitator of learning. Therefore, the above plan is just a guide and may change depending on the interests of the children. Our RE curriculum is based on 'Come and See'. It will follow the following themes through a play-based approach, stories, enrichment activities and parent events.

The prime areas of learning will be embedded throughout the year and will be linked to the developmental milestones of each individual child. These will be enhanced by carefully chosen texts and topics but will be best established through our enabling environment, adult-child interactions, and parent partnership.

PSE	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. 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.
CL	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell a 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 Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
PD	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. 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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone or in a group. Develop overall body strength, balance, coordination, and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

Our curriculum will be enhanced through essential experiences that we believe are valuable to all children in early years. We understand that parents and caregivers are the first teachers of their children, and we aim to support them involve them in their child's learning in Reception.

Throughout the year, parents and other family members will be invited to regular 'mystery reader' and 'show and tells' for us to be able to share and learn more about the rich diversity of cultures, faiths, and traditions in our Reception family.

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PARENT EVENTS	TOOTH BRUSHING WORKSHOP WITH ORAL HEALTH PUMPKIN CARVING COMPETITION	FESTIVAL OF DIWALI LANTERN DISPLAY WATCH A RECORDING OF THE NATIVITY PLAY	MUSIC PERFORMANCE (AFTER BOLTON MUSIC SERVICE SESSIONS)	MOTHER'S DAY CELEBRATION VISIT FROM GRANDPARENTS TO TALK ABOUT THEIR CHILDHOOD	FESTIVAL OF EID	SPORTS DAY
WOWS	WALK TO CHURCH TO BAPTISE A DOLL	PYJAMA PARTY CHRISTMAS CRAFT DAY POST A LETTER TO SANTA CHRISTMAS PARTY	CHINESE NEW YEAR PARTY DINOSAUR HUNT	WORLD BOOK DAY VISIT TO FIRE GROUND MUSEUM EASTER EGG HUNT	CARING FOR REAL CATERPILLARS AND BUTTERFLIES VISIT TO THE LOCAL SHOP	VISIT A FARM TRANSPORT ON THE PLAYGROUND