

6545	Autumn		Spring		Summer	
	8 weeks	7 weeks	6 weeks	5.5 weeks	7 weeks	6 weeks
TOPIC	ALL ABOUT ME AND MY FAMILY AUTUMN	CELEBRATIONS	WINTER JOURNEYS	SPRING PLANTS AND ANIMALS	SUMMER PLANTS AND INSECTS PEOPLE WHO HELP US	FAIRYTALES and TRADITIONAL TALES OUR WORLD
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 Ditty PCM	Review Set 1 RWI sounds Some set 2 sounds Ditty PCM and Red Ditty	Set 2 RWI sounds Red Ditty and Story books Green	Set 2 RWI sounds Red Ditty and Story books Green/Purple
LITERACY KEY TEXTS	The Colour Monster goes to school I'm special I'm me The Gruffalo The Leaf thief Pumpkin Soup	Sparks in the sky Owl babies Stick Man Jesus' Christmas Party	Lost and Found The Snow thief Whatever Next	What the Ladybird heard Rosie's Walk The Easter Story	The Very Hungry Caterpillar The Bad Tempered Ladybird Supertato Superhero like you	Goldilocks and the three bears Little Red Riding Hood The Ugly Duckling
LITERACY	Recognise familiar print such as logos or names. Explore books in my environment. Develop the muscles in my body ready for writing. Recognise, copy and write my name, forming recognisable letters. Give meaning to my marks and drawings.	Understand key concepts about print. Retell and sequence familiar texts. Write first names, forming lower case and capital letters correctly Identify and write initial sounds for labelling. Write CVC words by identifying the phonemes and then writing the graphemes.	Make predictions about a text. Read simple words and captions showing an understanding of what has been read. Read and write some common exception words. Oral composition: Holding a dictated caption or sentence. Begin writing for a specific purpose for example: labels, lists, captions.	Begin to show inference about a text using pictures and familiar language. Write first and last names, forming lower case and capital letters correctly. Oral composition: Hold a dictated sentence and write it using familiar phonemes and known common exception words. Re-read what they have written to check that it makes sense.	Build confidence and fluency to write for a specific purpose. Oral composition: 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. Re-read what they have written to check that it makes sense.	Identifying new words in a text for clarification form an adult. 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	Subitising Counting Ordinality and Cardinality Composition Subitising Comparison Composition Talk about Measures and Patterns	Counting, ordinality and cardinality Comparison Circles and Triangles Composition Composition Shapes with 4 sides Counting, ordinality and cardinality	Subitising Counting Ordinality and Cardinality Composition Mass and Capacity Composition Composition Comparison Length, Height and Time	Counting, ordinality and cardinality Length, Height and Time Composition Composition Exploring 3D shapes Composition Composition	Cardinality, ordinality and counting Subitising Composition Manipulate compose and decompose Composition Comparison	Visualise Build and Map Pattern Counting Review Comparison Review Consolidation
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.	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	Make observations and drawings of animals and plants Explore the natural world around them Comment on images of familiar situations in the past.	Understand the effect of changing seasons on the natural world around them Talk about members of their community	Compare and contrast characters from stories, including figures from the past 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	Branch 1- Creation and Covenant	Branch 2- Prophecy and Promise	Branch 3- Galilee to Jerusalem	Branch 4- Desert to Garden	Branch 5- To the ends of the Earth	Branch 6- Dialogue and Encounter
EAD	Explore and engage in music making and dance, performing solo or in groups	Develop storylines in their pretend play 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 Sing in a group or on their own, increasingly matching pitch and following the melody	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 the 'Lighting the Path' curriculum. It will follow the following themes through a play-based approach, stories and enrichment activities.

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, and 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 and involve them in their child's learning in Reception.

Throughout the year, parents and other family members will be invited to take part in our learning experiences 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	READING WORKSHOP MATHS WORKSHOP	FESTIVAL OF DIWALI LANTERN FESTIVAL NATIVITY PERFORMANCE	MUSIC PERFORMANCE (AFTER BOLTON MUSIC SERVICE SESSIONS)	MOTHER'S DAY PLAY TO LEARN		SPORTS DAY
WOWS	HYGEINE WORKSHOPS: HEALTHY HANDS AND ORAL HEALTH	CHRISTMAS PARTY	LUNA NEW YEAR EXPERIENCE	WORLD BOOK DAY EASTER EGG HUNT	CARING FOR REAL CATERPILLARS AND BUTTERFLIES TRIP TO THE FARM	TEDDY BEARS PICNIC FRANCE DAY