
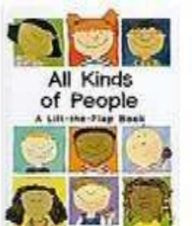



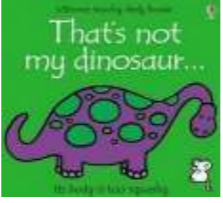






<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self regulation</p> <p>Manage own self care needs- toilet, To learn how to compromise and negotiate to solve problems To identify and name feelings and begin to consider the feelings of others</p> <p>Managing self</p> <p>Settling into a new classroom and developing confidence to try new activities. To stay for lunch and be able to make a choice what they would like to eat To select when they would like to have their snack Tooth brushing and keeping ourselves clean</p> <p>Building Relationships</p> <p>Making new friends Use social language to develop friendships To describe self in positive terms</p>	<p style="text-align: center;">Communication and Language</p> <p>Listen carefully to stories and talk about what they have heard. Begin to retell a familiar story Talking about their families and homes. Comparing their families with other children Use of he / she Learn rhymes and songs and join in with refrains. Beginning to ask/answer why questions Develop social phrases e.g. how are you/ would you like to</p>	<p style="text-align: center;">Physical Development</p> <p>Developing the correct pencil grip and developing good letter formation. Responding to instructions in P.E. Moving in different ways developing body strength, co-ordination and confidence- e.g.outdoors obstacle courses To sit correctly To line up and queue successfully</p>	<p style="text-align: center;">Literacy</p> <p>Reading</p> <p>Joining in with refrains in familiar stories Drawing characters from the stories and talking about what they have drawn. Talking about main characters and the parts of a story Hearing and saying initial sounds in words. Develop left to right orientation and 1:1 correspondence when reading To be able to orally blend and segment</p> <p>Writing</p> <p>Using some letter knowledge to write lists and captions Writing initial letters Working on hearing and writing letters of the alphabet. Phase 2 phonics</p>
<p>Reception Autumn 1 Marvellous Me</p>   <p>Themes – Ourselves, My Family, My Senses Experiences- Use Google maps to identify shops and homes</p>			
<p style="text-align: center;">RE</p> <p>Which people are special and why? Talk about people who are special to them. Say what makes their family and friends special to them. Talk about special places in the community. Identify qualities of a good friend. Reflect on the question 'Am I a good friend?'</p>	<p style="text-align: center;">Vocabulary</p> <p>Sister, brother, aunt, uncle etc home address, shops names e.g. postoffice newsagents. 2d shapes, our bodies and senses names</p>	<p style="text-align: center;">Books</p> <p>All kinds of People Twinkl-We are all different The big book of families Mary Hoffman/Usbourne Hello Friend – Rebecca Cobb</p>	<p style="text-align: center;">Mathematics</p> <p>Counting orally to 10. Forwards and backwards. Count objects, actions and sounds Talk about patterns To be able to continue and create repeating patterns</p> <p>Covering different ways to make the number, how to write the number, where it comes on a number line and shapes with that number of sides To use shapes to make pictures and consolidate 2d shape names</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Self portraits (different emotions) Talk about their creations Talk about music and how it makes us feel Talk about different types of dance Art using natural media eg leaves, conkers, pinecones/transient art. Primary colours Colour mixing to create autumnal colours</p> <p style="text-align: center;">Understanding the World</p> <p>Talking about their families and themselves. Talking about their Family history. I know my address and birthday. Talking about our senses. The local environment – my home and my school. My journey to school and the shops / buildings I pass. Talking about why we need to keep safe. Discussing bonfire experiences. Firework words</p>			

<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self regulation</p> <p>To begin to moderate own feelings and emotions</p> <p>To link a book characters emotion to own experience</p> <p>To set a shared goal with a friend and show some resilience and perseverance to complete the goal</p> <p>Managing Self</p> <p>Independent use of zips, buttons, coats, shoes</p> <p>To talk about the importance of daily exercise and healthy eating</p> <p>Building Relationships</p> <p>Learning about celebrations and tolerance of different people, faiths and cultures in our community.</p> <p>Children will explain their own knowledge about their own celebrations and listen to others opinions.</p>	<p style="text-align: center;">Communication and Language</p> <p>Discussing experiences and listening to others ideas.</p> <p>How do we look after babies and care for others and sequencing their ideas.</p> <p>Discussing times that are special to us e.g. birthdays, Eid, Christmas etc.</p> <p>Discuss characters settings and events in stories</p> <p>Begin to retell events in some detail</p>	<p style="text-align: center;">Physical Development</p> <p>Developing the correct pencil grip and developing good letter formation.</p> <p>Use knives , forks and scissors succesfully</p> <p>Moving in different ways – indoors – travelling over benches.</p> <p>Jumping safely from benches</p> <p>To combine different movements and change directions/ movements quickly</p> <p>To set own physical challenges</p>	<p style="text-align: center;">Literacy</p> <p>Reading</p> <p>To secure 1:1 pointing and left to right orientation when reading</p> <p>To blend sounds into words and read short words e.g. cvc words such as sat</p> <p>To read a few common exception words</p> <p>Drawing characters from the stories and talking about what they have drawn.</p> <p>Talking about main characters and the parts of a story</p> <p>Writing</p> <p>To hear and write letters of the alphabet.</p> <p>To begin to put sounds together to make simple words</p> <p>To write lists and labels practising oral rehearsal of sounds</p> <p>Phase 2 phonics</p> <p>Begin to use simple sentence stem – It is ...</p>
<p>Reception</p> <p>Autumn 2</p> <p>Let's Celebrate</p> <p>Themes – Birthdays, Christmas, Eid, Bonfire, Night</p> 			
<p style="text-align: center;">RE</p> <p>Which times are special and why?</p> <p>Talk about special times children have celebrated- why? Who were they with? What happened?</p> <p>To give examples of special occasions and suggest features of a good celebration- food / friends family etc</p> <p>Recall simple stories connected with Christmas and Eid and express what they think about them</p> <p>Be able to express what happens during these celebrations and talk simply about how they are the same or different.</p>	<p style="text-align: center;">Vocabulary</p> <p>Babies infant, child, adult, celebrate, celebration, cards, (vocab specific to each festival)</p> <p>Focus Festivals - Christmas, Eid, Diwali, Remembrance day, Bonfire Night</p>	<p style="text-align: center;">Books</p> <p>The first Christmas</p>	<p style="text-align: center;">Mathematics</p> <p>To count up to 10 starting with numbers other than 1</p> <p>Subitise 3/ 4 objects through quick recall</p> <p>Link the number symbol with its number value up to 5</p> <p>To learn different ways to make the number,</p> <p>Number writing</p> <p>One more one less to 5</p> <p>To be able to say where a number comes on a number line (before / after/ next to/ between)</p> <p>To name and talk about shapes with that number of sides</p> <p>To order 2-3 items by length</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Exploring using different types of paints and papers – e.g. water colours, black paper, metallic paint</p> <p>Christmas/ Birthday/ Eid cards and craft. Calendars, cards novelties.</p> <p>Printing technique to make wrapping paper</p>		<p style="text-align: center;">Understanding the World</p> <p>Talking about their family celebrations for birthdays/ Eid /Christmas and begin to realise that people have different beliefs</p> <p>Talking about changing seasons.</p> <p>Sharing baby photos - talking about things that happened in their past.</p> <p>Talking about and sharing pictures of special times.</p>	

<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self-Regulation Express feeling and consider the feelings of others. Children will be given the language to solve issues around turn taking and sharing toys.</p> <p>Managing Self Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing – sensible amounts of screen time, having a good sleep routine</p> <p>Building relationships See self as a valuable individual</p>	<p style="text-align: center;">Communication and Language</p> <p style="text-align: center;">Listening, Attention and Understanding</p> <p>Hold a conversation when engaged in back and forth exchanges with their teachers and peers Begin to listen to and talk about stories to build familiarity with new knowledge and vocabulary</p> <p style="text-align: center;">Speaking</p> <p>Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives e.g. the moon is in the sky because it is night time Describe events in some detail – moon landing Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Gross motor skills</p> <p>Continue to refine the fundamental movement skills they have already acquired:- Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing Begin to progress towards a more fluent style of moving, with developing control and grace Develop overall body-strength, balance, coordination and agility. Further develop and refine a range of ball skills including passing</p> <p style="text-align: center;">Fine motor skills</p> <p>Develop 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 Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: Effective pencil grip, Correct letter formation.</p>	<p style="text-align: center;">Literacy</p> <p>Reading</p> <p>Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i></p> <p>Retell story in small world / role play (in correct sequence) ...<i>beginning, middle, end, set</i></p> <p>Take on role of character using some story language Talk about likes and dislikes of texts, rhymes and poems Begin to anticipate - where appropriate - some key events in stories ...<i>predict / prediction</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Continue to develop P1 phonological awareness, focusing on Oral blending and segmenting, Say the sound for each letter of the alphabet and double letters □ ss □ ll □ zz □ ck □ ff</p> <p>Read some common exception words matched to the school's phonic programme - <i>he, she, me, be, we, was</i> (plus see Autumn words) Read simple phrases / sentences</p> <p>Writing</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words Orally rehearse caption of sentence before writing Re-read what they have written to make sure it makes sense Begin to write a variety of fiction and non-fiction sentences / captions</p>
<p>Can we explore it? Reception Spring 1 Themes – Space, Jungle, Polar</p>  			
<p style="text-align: center;">RE</p> <p>What is special about our World? Creation stories- In the beginning by Steve Turner God's quiet things by Nancy Sweetland The wonders of the natural world link to Understanding the world</p> <p>What Creation stories do Christians tell? What do you think is special about the world?</p>	<p style="text-align: center;">Vocabulary</p> <p>Day, night, dark, light, sun, moon, stars, planet names, astronaut, rocket, satellite, explorer</p>	<p style="text-align: center;">Books</p> <p>Q pootle 5, Whatever next. Non-fiction books</p>	<p style="text-align: center;">Mathematics</p> <p>Recite numbers to 20 Backward from 10 Talk about position up to 5 Count objects, actions and sounds - Up to 10, in context of daily routine, sharing and turn taking. Begin to estimate number of objects up to 10 then check by counting Subitise 5 objects (quick recall without counting) Understand 'one more than' to 10 and use the sentence ... <i>six is one more than five</i> Begin to explore the composition of numbers to 10 Recall number bonds to 5 Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... <i>altogether, more/now</i> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Begin to compose and decompose shapes within practical activities Become familiar with a clock face and hands Order 2-3 items by capacity and height</p>
<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with Materials Explore and use 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.</p> <p>Being Imaginative & Expressive Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.</p>		<p style="text-align: center;">Understanding the World</p> <p>Past and Present Comment on images of familiar situations in the past</p> <p>People, Culture & Communities Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognise some similarities and differences between life in this country and other countries</p> <p>Natural World Explore the natural world around them Understand the effect of changing seasons on the natural world around them</p>	

<p style="text-align: center;">Personal Social and Emotional Development</p> <p>Self-regulation</p> <ul style="list-style-type: none"> Set own goals and show resilience and perseverance in the face of challenge Identify and moderate own feelings socially and emotionally Think about the perspectives of others <p>Managing self</p> <ul style="list-style-type: none"> Manage own self-care needs Know and talk about the different factors that support their overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian <p>Building relationships</p> <ul style="list-style-type: none"> See self as a valuable individual Build constructive and respectful relationships 	<p style="text-align: center;">Communication and Language</p> <p>Listening, attention and understanding</p> <ul style="list-style-type: none"> Listen carefully to and learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding Continue to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary Begin to understand humour <i>e.g. nonsense rhymes / jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas & thoughts in well-formed sentence Use talk to help work out problems, organise thinking & activities explain how things work/why things happen Develop and use social phrases with confidence 	<p style="text-align: center;">Physical Development</p> <p>Gross Motor</p> <ul style="list-style-type: none"> Continue to refine the fundamental movement skills they have already acquired: - <i>rolling - crawling - walking - jumping - running - hopping - skipping - climbing</i> Develop overall body-strength. 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 and in a group Further develop and refine a range of ball skills including: <i>batting and aiming</i> <p>Fine Motor</p> <ul style="list-style-type: none"> Continue to develop 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 Continue to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: <ul style="list-style-type: none"> Effective pencil grip Correct letter formation (see Writing) 	<p style="text-align: center;">Literacy</p> <p>Reading: Comprehension/ Word Reading</p> <ul style="list-style-type: none"> Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...<i>fiction, non-fiction, set</i> <ul style="list-style-type: none"> Talk about likes and dislikes of texts, rhymes and poems Choose a book and begin to explain why <i>...because</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Continue to develop P1 phonological awareness, focusing on <ul style="list-style-type: none"> Oral blending and segmenting ▪ Say the sound for: <ul style="list-style-type: none"> Consonant digraphs <input type="checkbox"/> sh <input type="checkbox"/> ch <input type="checkbox"/> th, <input type="checkbox"/> ng <i>...digraph</i> Begin to read words consistent with their phonic knowledge <ul style="list-style-type: none"> Mid P3 <input type="checkbox"/> CVC words Read some common exception words matched to the school's phonic programme. <ul style="list-style-type: none"> Read simple phrases / sentences, apply P2-3, i.e. sets 1-7 + consonant digraphs Read guided reading books aligned to phonic knowledge <p>Writing</p> <ul style="list-style-type: none"> Form most lower-case and capital letter correctly Write captions/phrases and begin to write simple sentences using known GPCs <i>...sentence, full stop, capital letter</i> <ul style="list-style-type: none"> Include word spacing Orally rehearse caption of sentence before writing Re-read what they have written to make sure it makes sense <p>Continue to write a variety of <input type="checkbox"/> fiction and non-fiction sentences / captions</p>
 <h1 style="font-size: 2em;">Long, long ago...</h1> <h2 style="font-size: 1.5em;">Reception Spring 2</h2> <p>Themes – Dinosaurs, Knights and Castles</p>			
<p style="text-align: center;">RE</p> <p>What is special about the world and how can we look after it?</p> <p>Discuss how we look after different aspects of our world e.g. environment, animals</p> <p>Discuss the changing seasons and how we help our world/animals during the different seasons</p>	<p style="text-align: center;">Vocabulary</p> <p>Heavy, light, heaviest, lightest, long, short, longest, shortest, full, empty, half full, tall, tallest, texture words rough smooth etc. volcanoes, lava, dinosaur names and types</p>	<p style="text-align: center;">Books</p> <p>That's not my dinosaur</p> <p>Non fiction texts</p>	<p style="text-align: center;">Mathematics</p> <p>Numerical pattern/number</p> <ul style="list-style-type: none"> Recite numbers:- <ul style="list-style-type: none"> begin to recite backwards from 15 Break counting chain (not always starting from 1 forwards or 10 backwards) begin to talk about position up to 10 Count objects in an irregular arrangement Link the number symbol (numeral) with its cardinal number value to 10 Compare quantities up to 10 Begin to explore the composition of numbers to 10 Recall number bonds to 5 <ul style="list-style-type: none"> Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives <i>... altogether, more/now</i> Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives <i>... left</i> Begin to share, double and half up to 10 objects <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Begin to compose and decompose shapes within practical activities Compare length, height, weight and capacity <ul style="list-style-type: none"> Order 2-3 items by capacity and height Begin to order and sequence familiar events <ul style="list-style-type: none"> Become familiar with a clock face and hands Measure short periods of time
<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Explore and use 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. Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> 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. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play. 		<p style="text-align: center;">Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past <p>People, cultures and communities</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to 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 Recognise some similarities and differences between life in this country and other countries <p>Natural world</p> <ul style="list-style-type: none"> Continue to explore the natural world around them Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them <p>* Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>	

<p>Personal Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. Continue to see self as a valuable individual 	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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>Speaking</p> <ul style="list-style-type: none"> 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; 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. 	<p>Literacy</p> <p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> Continue to develop P1 phonological awareness <ul style="list-style-type: none"> Oral blending and segmenting Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...<i>sequence</i> 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. <ul style="list-style-type: none"> Begin to notice some relationships between one text and another Begin to comment on perceived links with own life experience or other experiences, e.g. <i>films, books</i> Say the sound for each letter of the alphabet Read words consistent with their phonic knowledge by soundblending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> you, they, all, are, my, her (plus see Autumn/Spring words) <p>Writing:</p> <ul style="list-style-type: none"> Write recognisable letters (lower case and capital) most of which are formed correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> CVC words Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: <ul style="list-style-type: none"> 2-3 part story (e.g. using story map/planner)
 <h1>Once upon a time...</h1> <h2>Reception</h2> <h3>Summer 1</h3>  <p>Themes – Hansel & Gretel, Jack & the Beanstalk, Little Red Riding Hood, Three Little Pigs</p>			
<p>RE</p> <p>Which stories are special to me and why?</p> <p>talk about our favourite stories</p> <p>sharing and discussing bible stories</p>	<p>Vocabulary</p> <p>Repeated story phrases, growing, mother and baby farm animals, growing, planting</p>	<p>Books</p> <p>Hansel & Gretel, Jack & the Beanstalk, Little Red Riding Hood, Three Little Pigs</p>	<p>Mathematics</p> <p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> 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) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Select, rotate and manipulate shapes in order to develop spatial reasoning skills Compose and decompose shapes within practical activities Compare length, height, weight and capacity Measure and compare short periods of time
<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; 		<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> 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 on their experiences and what has been read in class <p>People, Culture & Communities</p> <ul style="list-style-type: none"> 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 <p>Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p> <p>-</p>	

<p>Personal Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> 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. <p>Managing Self</p> <ul style="list-style-type: none"> 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. <p>Building Relationships</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Continue to see self as a valuable individual 	<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. Understand humour more readily <i>e.g. nonsense rhymes/jokes</i> <p>Speaking</p> <ul style="list-style-type: none"> 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>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing. 	<p>Literacy</p> <p>Reading: Comprehension / Word Reading</p> <ul style="list-style-type: none"> Say the sound for each letter of the alphabet and for at least 10 digraphs <ul style="list-style-type: none"> Secure P3...<i>trigraph</i> Read words consistent with their phonic knowledge by soundblending Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (<i>approximately yellow book band – instructional level</i>) <ul style="list-style-type: none"> <i>you, they, all, are, my, her (plus see Autumn/Spring words)</i> <p>Writing:</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs <ul style="list-style-type: none"> CVC words Write simple phrases and sentences that can be read by others <ul style="list-style-type: none"> Including: <input type="checkbox"/> oral rehearsal of sentence before writing <input type="checkbox"/> word spacing <input type="checkbox"/> full stop <input type="checkbox"/> capital letter Begin to sequence 2-3 sentences within purposeful fiction/ nonfiction writing, such as: <ul style="list-style-type: none"> Instructions Fact cards (<i>e.g. using a 'spidergram' to collate information</i>)
 <h1 style="font-size: 2em;">Splish, Splash, Splosh</h1> <h2 style="font-size: 1.5em;">Reception</h2> <h3 style="font-size: 1.2em;">Summer 2</h3> <p>Themes – Pirates, Under the Sea, Seaside</p> 			
<p style="text-align: center;">RE</p> <p style="text-align: center;">Where do I belong? (linked to transition)</p>	<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">Beach, waves, sand, sea, ocean, under the sea animals</p>	<p style="text-align: center;">Books</p> <p style="text-align: center;">The Night Pirates The Pirates Next Door</p>	<p style="text-align: center;">Mathematics</p> <p>Numerical Pattern / Number</p> <ul style="list-style-type: none"> 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. Verbally count beyond 20, recognising the pattern of the counting system Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Shape, Space & Measure</p> <ul style="list-style-type: none"> Continue, copy and create more complex repeating patterns Compare length, height, weight and capacity Measure and compare short periods of time
	<p style="text-align: center;">Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> 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 <p>Being Imaginative & Expressive</p> <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<p style="text-align: center;">Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture & Communities</p> <ul style="list-style-type: none"> 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>Natural World</p> <ul style="list-style-type: none"> 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>* Continue to develop interest in linked: <input type="checkbox"/> texts across themes, fiction and non-fiction <input type="checkbox"/> sources of technological information</p>	