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| Specific and Prime Areas of learning  Broken down into 17 Early Learning Areas | | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Do you want to be friends?** | **Where do squirrels hide their nuts?** | **Will you read me a story?** | **Are we there yet?** | **Do cows drink milk?** | **What can you see in summer?** |
| Personal, Social and Emotional Development | Making relationships | Forming good relationships and including others in play i.e, sharing, selecting own resources, communicating with peers and listening.  Stories and circle time based around making friends. | Explains their own knowledge and asks questions.  Takes on responsibility. Collecting milk and setting up the snack table. | Finds compromise with peers.  Puppet talk – how can we be a good friend? How can we make things work for everybody? | Taking turns.  Games that include taking turns e.g. dominoes, snakes and ladders and computer games. | Include others ideas in their activity.  Children have opportunity to play alongside each other and are encouraged to introduce and explain their games to others. | Demonstrate sensitivity to other children and form positive relationships with other children.  Children receive pupil-initiated special awards for being a kind and sensitive friends. |
| Self-confidence and self-awareness | Confident in different social situations.  Are children relaxed in an unfamiliar setting as they find their feet? Children assessed for well being on the Leuven Scales. | Confident in different social situations.  Are children relaxed in an unfamiliar setting as they find their feet? Children assessed for well being on the Leuven Scales. | Confident to speak about their own needs/opinions  Children can say which is their favourite story and begin to say why. | Expressing preference of activity with reasoning.  Can use choice board to plan and explain chosen activities. | Can they say when they need or don't need help.  Children can choose and complete free-flow activities without assistance but can ask a friend or adult when things are tricky. | Solving their own problems.  Children can develop a resilience and keep trying different approaches when something does not work initially. |
| Managing feelings and behaviour | Aware of boundaries. Knowing that some behaviour is unacceptable.  Learning about rules and the school community. | Aware of others’ feelings  Talking about things that make us happy and sad, such as celebrations / being left out of the party. | Understands the consequences of their actions on others.  Learning through stories such as The Little Red Hen and through class activities. | Adjust their behaviour to different situations and can adapt with a new routine.  Can respond to change in routine of visits and visitors | Adjust their behaviour to different situations and can adapt with a new routine.  Can respond to change in structure of class, as we prepare for Year 1 | Working as a group.  Working in teams to fill a bucket of water. Are children able to listen to one another? Suggest ideas? Think logically? |
| Physical Development | Moving and handling | Moves freely using suitable spaces, speed.  Draws lines and circles correctly.  Lots of continuous provision available for cutting out, drawing, moulding with dough and messy play. | Moves freely in a variety of different ways.  Ribbons and music available for dancing and movements.  Uses scissors and other tools safely. Shows a dominant hand.  Makes anticlockwise movements. | Can stand on one foot. Can catch a ball. PE  Experiments moving in different ways on equipment and jumps and lands safely. Manages own risk assessment. PE  Can write some letters and their name. Daily name writing practice – signing in book. | Demonstrates increasing control over objects.  Uses tools to change materials.  Play dough creations,  Lots of continuous provision available for cutting out, drawing, moulding with dough and messy play. | Good control and co- ordination in large and small movement.  Colouring sheets available, threading, careful activities such as pegs, tweezers, chalks outdoors, pouring. | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively including pencils for writing.  Through literacy sessions and PE sessions children develop good fine and gross motor skills. Interventions in place for those who are still struggling. |
| Health and self-care | Understands their own needs,  hunger /toilet /personal hygiene.  Washing hands discussion when baking. | Knows equipment needs to be used safely.  Dresses with support. PE | Helps to put away equipment correctly  Knows where things live and can replace items correctly. | Moving confidently. Uses safety measures without direct supervision. | Understands the need for varied and healthy food.  Design and make own healthy picnic foods. Invite parents. | Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe. |
| Communication and Language | Listening and attention | Can show some listening skills.  . Listens to a story of their choice. | Listens with more interest and responds to stories with refrains.  Listens to a story or poem chosen by somebody else. | Listens to stories and responds appropriately. Can answer questions about show and tell / tapestry photos.  Can sit quietly during an activity. Can listen to their peers. | Listening attentively in different situations.  Can listen to visitors and ask relevant questions. | Listens and responds to peers ideas.  Tapestry / Show and Tell | Responds appropriately to different situations. |
| Understanding | Follow simple instructions. Using pictorial and verbal recipes to do baking and to create small craft activities.  Understands the uses of equipment. And uses them for the correct job. Baking / stationery / gardening tools. | Can describe where something is with prepositions. Interactive Puppet shoes and treasure hunts in the woodland area.  Follows 2 step instructions using and, because in sentences. Understands some humour. Advent calendar – Christmas jokes. | Can listen and then complete an activity.  Sequencing stories and daily routines using pictures after listening to the story. | Able to follow a story without pictures or props.  Can listen to longer stories without pictures and can sit and listen attentively in Worship times. | Listen to more complex instructions.  Children understand instructions that involve two or more parts and can ask questions for clarification if necessary… being asked to do small errands, tidy away something more difficult. | Children follow instructions following several ideas or actions They answer how and why questions about their experiences in response to stories or events. |
| Speaking | Can talk about what has happened.  Give verbal accounts to a friend or familiar adult about holidays or more recent events. | Use language to support role-play.  Imaginative role play, with taught technical language. Adults playing alongside children in the role-play area in order to scaffold learning. | Uses different tenses. Extends vocabulary. Uses new vocabulary in role play.  Asking questions. | Uses intonation. Links statements in an organised way. | Able to express themselves being aware of the listener | Uses tense correctly. Create their own narrative. Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |
| Literacy | Reading | Rhythmic activities. Looking at books and joining in.  Introduce Phase 1 phonics program. | Being aware of alliteration, initial sounds, rhyming strings. Beginning to read simple words. Recognising some words. Blending sounds.  Introduce Phase 2 phonics program.  Phase 2 Tricky Words, and HFW | Predicting stories. Describing different elements in stories. Rhyming string. Uses storylines in role-play.  Literacy programme to include sequencing, retelling and rewriting familiar stories, such as The Tiger who came to Tea, Dogger, Fairy tale stories. | Using information books. Reading and understanding simple sentences.  Shared information books based on topic and / children’s interests. | Reading and understanding simple sentences.  Topic based activities, which include reading sentences and matching to pictures, to demonstrate understanding. | Reading and understanding simple sentences.  Demonstrating understanding of what they have read.  Enjoying sharing work by reading out to others, |
| Writing | Making marks for meaning. Linking some sounds to letters.  Children to practice own name weekly.  Children to develop finemotr | Aware of the structure of stories.  Uses phonics to decode. Mark making linking sounds to letters.  Children to practice own name daily. Writing letters to Santa. | Can write the initial sound of words and segment CVC words.  Can sequence and retell familiar stories | Attempting to write simple sentences using phonics.  Can sequence and retell familiar stories | Writing irregular common words. Writing sentences that they and others can read.  Beginning to use writing for a variety of purposes. Writing letters / poems / labels / captions. | Writing more sentences using phonetically plausible spelling and knowing some high frequency words.  Beginning to use writing for a variety of purposes. Writing letters / poems / labels / captions. |
| Mathematics  *(All these objectives are covered through the ABACUS Maths syllabus)* | Numbers | Use number in play. Recognise numerals up to 5/10 and count out the right number of objects/actions.  For detailed weekly planning see ABACUS planning. | Matching objects to numerals. Starts to represent numbers.Counting up to 10 and beyond. Counting up to 10 objects.One more/less up to 5/10.  For detailed weekly planning see ABACUS planning. | Starts to find totals by combining. One/two more/less up to 5 then 10.  Records their work with marks.  For detailed weekly planning see ABACUS planning. | Estimating. More/fewer language. Subtraction in taking away. Counting to 2 0 and beyond. Ordering numbers to 20.  For detailed weekly planning see ABACUS planning. | Using mathematical language to create and solve mathematical problems.  One/two more or less without apparatus. Subtraction- counting backwards. | Using a number line t o count on and backwards to solve addition and subtraction.  Doubling and halving.  For detailed weekly planning see ABACUS planning. |
| SS&M | Uses shapes in pictures.  Uses shapes to create representations of faces and buildings.  Uses construction toys to explore shape. | Using positional language. Using shape in construction. Creates patterns.  Days of the week, seasons.  For detailed weekly planning see ABACUS planning. | Describes 2 D and 3 D shapes.  Orders items by length /weight /capacity.  Orders time sequences.  For detailed weekly planning see ABACUS planning. | Use time and money language.  Patterns.  For detailed weekly planning see ABACUS planning. | Using Mathematical language to describe 3D shapes . Using distance language.  For detailed weekly planning see ABACUS planning. | Measure capacity using non-standard units of measurement; recite days of the week, months of the year.  For detailed weekly planning see ABACUS planning. |
| Understanding the World | People and communities | Shows an interest in their lives and those of personal significance.  Knows what makes them similar and unique. | Recognizes and describes special events and joining in with them.  Link to celebrations in topic / Hanukah / advent / Diwali / Christmas | They understand differences in families.  Children just like me – from around the world. | Shows an interest in different occupations  Visits and visitors from different occupations. | Understands that children don't always enjoy the same thing. | Say what they have liked about being part of Reception Class.  End of year review. |
| The world | Comments about what they have seen/discovered in the world. | Talks about how things work. | Know about Similarities/ Differences with environments/ Materials/living things/places. | Looks at pattern and change in the environment. | Understands growth and decay.  Growing plants and animal life cycles. | Make observations of animals and plants.  Shows a concern for living things. |
| Technology | Knows how simple ICT works.  Uses 2simple to create simple representations of themselves and family. | Uses age appropriate software.  Uses 2simple to create simple representations. | Knows that information can be selected from the computer. With adult help can find a picture / information from google. Class based discussion / using espresso and google. | Understands that technology is all around us.  Can describe some of the ways we use technology in school. | Completes a simple program on the computer.  Uses 2simple to create simple representations of bible stories. | Completes a simple program on the computer.  Uses 2simple to create simple representations of animals and plants. |
| Expressive Arts and Design | Exploring and using media and materials | Learning new songs.  Continuous provision – craft and art materials available to children. | Moving to music. Exploring colour /texture to make pictures. Sounds of instruments.  Continuous provision – craft and art materials available to children. | Repeated rhythms. Movement to music. Learning a wider variety of songs.  Continuous provision – craft and art materials available to children. | Creating different textures. selecting a wider range of tools.  Continuous provision – craft and art materials available to children. | Adapting work where necessary. Experimentation with different textures.  Continuous provision – craft and art materials available to children. | Children creating their own songs and adding their own music.  Creating their own art pieces and describing them. |
| Being Imaginative | Simple construction, Using simple tools Familiar role play. | Joining in with a wider variety of role play. | Constructing with a purpose. Expressive in art/drama/dance. | Introducing storylines to their role play. | Develop an extended imaginative narrative. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |