



	Autumn 1 All About Me <i>What makes me special?</i>	Autumn 2 All About Me <i>What makes me special?</i>	Spring 1 Me and my Family <i>Who are the important people in my life?</i>	Spring 2 Me and my Family <i>Who are the important people in my life?</i>	Summer 1 Me and my Community <i>What is special about the place where I live?</i>	Summer 2 Me and my Community <i>What is special about the place where I live?</i>
RE	EYFS 1 Why are we all different and special? EYFS 2 Why do Christians say thank you to God at Harvest time? <i>Specific vocabulary for each unit can be found on RE planning.</i>	EYFS 12 Why do Hindu's light candles at Diwali? EYFS 3 How do Christians celebrate Jesus' birthday? <i>Specific vocabulary for each unit can be found on RE planning</i>	EYFS 4 Which stories did Jesus hear when he was a child? EYFS 5 Why did Jesus tell stories? <i>Specific vocabulary for each unit can be found on RE planning</i>	EYFS 6 Why do Christians believe that Easter is all about love? <i>Specific vocabulary for each unit can be found on RE planning</i>	EYFS 9 Where do some people go to worship God? <i>Specific vocabulary for each unit can be found on RE planning</i>	EYFS 10 How do some people of faith talk to God? <i>Specific vocabulary for each unit can be found on RE planning</i>
Personal, Social & Emotional Development: Self-Regulation, Managing Self & Building Relationships	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	Key Vocabulary Special, practice, effort, same, different, favourite, family, help, special people, friends, feelings, sad, happy	Key Vocabulary Special, likes, dislikes, favourite, same, different, kind, unkind, family, home, kindness, friendship	Key Vocabulary Keep clean, keep safe, sleep, water, food, fresh air, medicine, safe, unsafe, tummy feelings, worried, adult, trust	Key Vocabulary Family, look after, help, friends, be alone, working together, caring, helpful, responsibility, money, cost, pay	Key Vocabulary Bounce back, encourage, try again, food, energy, grow, healthy, fruit, vegetables, dairy, exercise, sleep, wash, heart, muscles	Key Vocabulary Seasons, spring, summer, autumn, winter, growing, life cycles, change, old, young, baby, child, teenager, adult, old age
	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. In Reception, we follow the SCARF programme for learning alongside the rest of the school.					
Communication & Language: Listening, Attention & Understanding & Speaking	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. As a school, we follow the WellComm communication programme and the children are screened regularly throughout their year in Reception, to ensure their communication and language needs are being met and any necessary support is given. Some children also take part in the Time 2 Talk programme, which helps to develop confidence and understanding skills. Key vocabulary is taught throughout the curriculum areas.					
Physical Development: Gross Motor & Fine Motor Skills	PE Lesson Unit: Fundamental movement skills	PE Lesson Unit: FMS - How to catch a star	PE Lesson Unit: FMS - Jack and the Beanstalk	PE Lesson Unit: FMS - Minibeasts	PE Lesson Unit: FMS - Superworm	PE Lesson Unit: Seaside
			PE Lesson Unit: FMS - Transport	Yoga	Yoga	Yoga
	Key Vocabulary Underarm Throw, Overarm Throw, Roll, Catch, Kick, Climb, Balance, Hop, Jump, Skip, Run, Crawl, Crouch, Equipment,					
	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Literacy: Comprehension, Word Reading & Writing	Focus: Starting School, Autumn Key texts: The Colour Monster Starts School Leaf Man Focus on children's favourite stories	Focus: Bonfire Night, Nocturnal Animals, Christmas Key texts: Sparks in the sky Owl Babies	Focus: Traditional Tales Key texts: The Gingerbread Man Three Little Pigs	Focus: Minibeasts Key texts: The Big Book of Bugs Mini Egg cookbook Relevant information texts	Focus: Growing Key texts: The Very Hungry Caterpillar Sam Plants a Sunflower The Perfect Ribbit Relevant Information texts	Focus: Journeys Key texts: Whatever next! We're going on a bear hunt Trip recount Reflecting on our Reception journey

		The Jolly Christmas Postman	Any Traditional Tales the children show an interest in			
	Key Vocabulary Author, Illustrator, Rhyme, Phonic Fingers, Happy, Sad, Nervous, Worried, Excited, <i>Specific vocabulary for each text can be found on Literacy planning</i>	Key Vocabulary Poem, Words associated with fireworks (suggested by the children), Nocturnal, Diurnal, <i>Specific vocabulary for each text can be found on Literacy planning</i>	Key Vocabulary Capital Letter, Full Stop, Finger Spaces, Beginning, Middle, End, Fiction <i>Specific vocabulary for each text can be found on Literacy planning</i>	Key Vocabulary Non-Fiction, Recipe, Method, Ingredients, Facts, Information, <i>Specific vocabulary for each text can be found on Literacy planning</i>	Key Vocabulary Life Cycles, Growth, Egg, Cocoon, Chrysalis, Tadpoles, Egg Spawn, Froglet, Seed, <i>Specific vocabulary for each text can be found on Literacy planning</i>	Key Vocabulary Journeys, Travel, Describing words, Character, Setting <i>Specific vocabulary for each text can be found on Literacy planning</i>
	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Maths: Number & Numerical Patterns	Getting to Know You Match, sort and compare Talk about measure and patterns	It's Me 1,2,3! Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
	NCETM Mastering Number weeks 1-3	NCETM Mastering Number weeks 4-9	NCETM Mastering Number weeks 10-15	NCETM Mastering Number weeks 16-20	NCETM Mastering Number weeks 21-26	NCETM Mastering Number weeks 27-31
	Key vocabulary Match, Sort, Compare, Identify, Same, Different, Mass, Capacity, Patterns,	Key vocabulary Subitise, One More, One Less, Shapes, Circles, Triangles, Composition, Part, Whole, Square, Rectangle, Routine, Day, Night	Key vocabulary Zero, One More, One Less, Subitise, Part, Whole, Mass, Capacity, Balance, Heavier, Lighter, More Than, Less Than, Doubles, Odd, Even	Key vocabulary Compare, Time, Long, Short, Longest, Shortest, Longer, Shorter, Tall, Tallest, Taller, Today, Tomorrow, Yesterday, Doubles, Odd, Even, More, Fewer, Same	Key vocabulary Before, After, Ten and ____, Number Names Between 10 and 30, Add, Takeaway, Altogether, Rotate, 2D, 3D	Key vocabulary Equal, Fair, Same Amount, Group, Odd, Even, Doubles, Pattern, Repeat, Positional Language,
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Alongside White Rose maths, the children also take part in the NCTEM Mastering Number programme. Mastering Number incorporates our learning within maths, building on what we have already learnt and challenging the children further. This helps them to grow a love of maths and become confident mathematicians.					
Understanding the World: Past & Present, People, Cultures & Communities & The Natural World	Autumn seasonal changes All about me – who I live with, baby photos, a special item, what makes me special	Celebrations People who help us Christmas – how we prepare for it and how we celebrate it.	Winter seasonal changes Polar habitats Family Trees	Spring Seasonal changes Where in the world my family live and the food they eat Food I eat with my family Where our food comes from Toys my grandparents played with	Life cycles (linked to Literacy) Features of our Community – places, recycling People who look after our community Walk in the community and map making	Summer seasonal changes Features of our community - transport, our church Compare where we live to Australia
	Key vocabulary Seasons, Autumn, Similar, Different, past, leader,	Key vocabulary Winter, Celebration, Celebrate, Preparation, Religion, Bonfire Night, Remembrance Sunday, Diwali, Christmas	Key vocabulary Winter, Family, Polar, Arctic, Antarctica, World, Globe, Planet Earth	Key vocabulary Spring, weather, Past, long time ago, farm, farmer, old, modern	Key vocabulary Community, Carleton, Town, Buildings, Journey, Transport, Planet Earth, Map, Life Cycle, Growth, Change	Key vocabulary Summer, Past, Present, Our World, Globe, England, United Kingdom
	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
Expressive Art & Design: Creating with Materials, Being Imaginative & Expressive	Self-portraits Leaf Man nature art	Bonfire night art Owl babies painting Sewing Christmas stockings	Lunar New Year dragon poem and dance, lantern making Making Gingerbread Men biscuits Ice nature art	Spring observational drawings Alma Thomas Easter crosses	Making our own paper	Sculpture and collage using natural materials - Andy Goldsworthy
	Charanga – Me!	Nativity songs	Charanga – Everyone!	Charanga – Our world	Charanga – Big Bear Funk	Aboriginal dot art Charanga – Reflect, rewind and replay
	Key vocabulary Self Portrait, Colours, Wavy, Straight, Round, smooth, rough	Key vocabulary Printing, Texture, Material, Features	Key vocabulary Pattern, Frozen, Nature	Key vocabulary Observational Drawing, Artist, Still Drawing	Key vocabulary Recycling, Soft, Hard,	Key vocabulary Repeating pattern, Collage, Sculpture, Natural Materials, Shapes

	Key Nursery Rhymes and Songs Baa Baa Black Sheep Humpty Dumpty Ring a ring a roses Heads, Shoulders, Knees, Toes 5 Little Leaves Incy Wincy Spider	Key Nursery Rhymes and Songs 10 Little Rockets Jack and Jill Twinkle Twinkle Little Star A Little Frosty Snowman Christmas Pudding Rudolph the Red Nosed Reindeer World Nursery Rhyme week in November	Key Nursery Rhymes and Songs Hickory Dickory Dock 5 Little Snowmen This Little Piggy Chinese Dragon Dance 5 Little Dragons 5 Little Men in a Flying Saucer	Key Nursery Rhymes and Songs Pancake Rhyme 5 Currant Buns 5 Little Rabbits Hot Cross Buns 5 Easter Eggs	Key Nursery Rhymes and Songs Tiny Caterpillar on a Leaf 5 Speckled Frogs 12345 Once I Caught a Fish Alive Beanstalk Growing Tall 10 Green Bottles Pat-a-cake	Key Nursery Rhymes and Songs 5 Little Ducks went Swimming One Day BINGO Old McDonald Had a Farm 5 Cheeky Monkeys In Our Class We’re Superstars Finishing Reception
	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Forest School	In Reception, the children take part in weekly Forest school sessions with our Forest School lead Mrs Yates. These sessions focus on all seven areas of the Early Years Foundation Stage, with a strong emphasis on the three prime areas. The sessions are fun, active and engaging and follow the children’s interests as well as their learning in the classroom. Forest Schools offer numerous benefits within the EYFS, fostering holistic development through outdoor learning. These benefits include enhanced confidence, social skills, physical development, connection with nature and cognitive skills. Children develop self-regulation, problem-solving abilities, and a deeper understanding of the natural world.					