



	Autumn Term		Spring Term		Summer Term	
Area of Learning	Autumn 1 Who is special to me? All about me	Autumn 2 How is Hanukkah different to Christmas? Bonfire Night (Guy Fawkes)/ Hanukkah/ Christmas	Spring 1 Do you prefer African drumming or Classical music? Making music	Spring 2 Is Art just about drawing? Artists: Goldsworthy and Pollock	Summer 1 What patterns of change can we see? Lifecycle changes	Summer 2 Would you rather live in Spondon or the seaside? Seaside Vs Spondon
Prime Areas						
<p>Communication and Language</p> <p><u>Key Concepts and Skills</u> Following instructions Developing a full language base Speaking in sentences Making links in thoughts and learning Connecting ideas Clear pronunciation Discussion skills Conversing with others effectively Effective social skills Effective listening skills Asking and answering questions</p>	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Describe events in some detail. Engage in story times. 	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. 	<ul style="list-style-type: none"> Ask questions to find out more Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences. Learn rhymes, poems and songs. Understands questions such as who; why; when, where and how 	<ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Ask questions to check that they understand what has been said to them. Introduces a storyline or narrative into their play

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<p style="text-align: center;">Personal, Social and Emotional Development</p> <p><u>Key Concepts and Skills</u></p> <p>Independence Confidence Behaviour Relationships Self-care skills Co-operation Knowledge of self-identity Awareness of own and other's feelings and actions Understanding and conforming to rules, routines and procedures Participation in a range of different activities and opportunities</p>	<ul style="list-style-type: none"> • Build constructive and respectful relationships. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity • Is proactive in seeking adult support and able to • articulate their wants and needs 	<ul style="list-style-type: none"> • Manage their own personal hygiene needs. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> -toothbrushing • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise with support 	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - sensible amounts of 'screen time' • Has a clear idea about what they want to do in their play and how they want to go about it 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - healthy eating 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge 	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - being a safe pedestrian • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise.
<p style="text-align: center;">Physical Development</p> <p><u>Key Concepts and Skills</u></p> <p>Awareness of keeping safe Keeping healthy Demonstration of developing good large motor and fine motor skills</p>	<ul style="list-style-type: none"> • Begins to form recognisable letters independently • Travel along a path safely and in different ways. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<ul style="list-style-type: none"> • Create movements and adapt and perform simple dance patterns. • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk 	<ul style="list-style-type: none"> • Shows understanding of how to transport and store equipment safely • Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance • Describes physical changes to the body that can occur when feeling unwell, 	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Balancing and taking weight on different body parts. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed • Develop accuracy of rolling, throwing and kicking a ball. 	<ul style="list-style-type: none"> • Shows understanding of the need for safety when tackling new challenges, managing some risks • Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. • Play games showing understanding of

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Specific Areas						
<p>Literacy <u>Key Concepts and Skills</u> Handling books correctly Listening to and enjoying books and stories Understanding the concepts of a story Effective listening skills Using narrative in play Awareness of orientation Effective pencil grip and control Good fine motor skills Writing for a purpose skills Understanding that print has meaning Awareness of rhyme and alliteration Demonstrate a love of books and stories Knowledge of independent book use Knowledge of written English</p>	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them for sounds in Phase 2 including (h, b, f, l) Re-enacts and reinvents stories they have heard in their play Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology 	<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of Phase 2 graphemes. Read a few common exception words matched to the school's phonic programme. Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together 	<p style="text-align: center;">anxious, tired, angry or sad</p> <ul style="list-style-type: none"> Read simple phrases and sentences made up of words with known letter-sound using Phase 3 digraphs and a few exception words. Write short sentences with words with known sound-letter correspondences Read some digraphs that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text 	<ul style="list-style-type: none"> Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Use phonic knowledge of Phase 4 short vowels with adjacent consonants to read simple sentences. 	<p style="text-align: center;">the different roles.</p> <ul style="list-style-type: none"> Write short sentences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Use Phase 3 long vowel graphemes and adjacent consonants to read and write words.
<p>Mathematics <u>Key Concepts and Skills</u> Demonstration of skills in: Reciting Counting with 1:1 correspondence Sorting-colour, shape, patterns Sorting Matching Sequencing Positioning Pattern making Recognising numbers Comparison-size, weight, colour Measuring Representation Playing and understanding mathematical games Understanding simple addition and subtraction problems through games, rhymes and songs. Subitising</p>	<ul style="list-style-type: none"> Subitise and compare quantities to 5. Compare length, weight and capacity. Enjoys reciting numbers from 0 to 10 	<ul style="list-style-type: none"> Count objects, actions and sounds to 5 Link the number symbol (numeral) with its cardinal number value to 5. Understand the 'one more than/one less than' relationship between consecutive numbers. Name some 2D shapes. 	<ul style="list-style-type: none"> Count beyond ten. Automatically recall number bonds for numbers 0-5 Compare numbers to 5 	<ul style="list-style-type: none"> Explore the composition of numbers to 10. Automatically recall number bonds for numbers to 10. Name some 3D shapes 	<ul style="list-style-type: none"> In practical activities, adds one and subtracts one with numbers to 10 Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 	<ul style="list-style-type: none"> Continue, copy and create repeating patterns. Finds doubles and halves of quantities.

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<p>Understanding the World</p> <p><u>Key Concepts and Skills</u> Similarities and Differences The past and present Awareness of different parts and people of the world The immediate and wider environment Different homes and celebrations Experimentation Using senses in the body Investigative and exploration skills Curiosity of objects, events and people Knowledge of the natural world and the digital world Care and Concern Observational skills</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. 	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Completes a simple program on electronic devices 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Knows that other children do not always enjoy the same things, and is sensitive to this • Makes observations of animals and explains why some things occur, and talks about changes 	<ul style="list-style-type: none"> • Recognise some environments that are different from the one in which they live. • Can use the internet with adult supervision to find and retrieve information of interest to them
<p>Expressive Arts and Design</p> <p><u>Key Concepts and Skills</u> Exploration, experimentation and investigative skills Questioning- Cause and effect, improvements to be made Knowledge of techniques used Problem solving skills Experiences of using materials and making models Representation skills Confidence in expression Using tools safely Responding to music Demonstrating rhythm and response to music Demonstration of imaginative and role playing skills Enjoyment of singing, music making and dancing Exploration of colour and texture Create and adapt models with construction kits Participating in ring games Joining materials together</p>	<ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Creates representations of both imaginary and real-life ideas, events, people and objects 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to 	<ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, 	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Plays cooperatively as part of a group to create, • develop and act out an imaginary idea or narrative