

Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Focus	<b>History Study</b>		<b>Geography Study</b>		<b>Local Area Study</b>	
Reception Focus	All About Me		Amazing Animals		Where I live	
Key Themes	Families, ages of relatives, homes, our body, senses, Autumn, Pets, staying healthy, hygiene, food, weather	Police, fire brigade, doctors, post people, electricians, plumbers, refuse operatives	Celebrations in different cultures, Chinese New Year, Pancake Day, Easter, different countries and their weather, places of worship, similarities and differences	Wildlife that lives in different countries, how is this different to our country, similarities and differences, farm, woodland habitats, minibeasts	Our local area, maps, Dudley Zoo? Seasons, growing vegetables, post service, looking after our local area	Jobs in our local area- what do people do?
Key Dates	Halloween	Bonfire Night Diwali Remembrance Day Hanukkah Christmas	Chinese New Year Valentine's Day Pancake Day	St David's Day Mother's Day Easter St George's Day	Eid al-Fitr	Father's Day
'WOW' Moments	Fruit Kebabs Sensory experience Visiting pets Interview older relatives	Visits from people who help us	Making pancakes Celebration days Animal man	Visits to woods, visit to farm	Local walks Trips	Visitors from local jobs
Talk for Writing	The Little Red Hen	Mr Wiggle and Mr Waggle	The Gingerbread Man	The Enormous Turnip	The Three Billy Goats Gruff	Little Red Riding Hood
Texts	Starting School When I was Little Like You Once There Were Giants The Growing Story My Great Grandpa When I was Little Peepo! Leaf Man Ava's Poppy	Ferdie and the Falling Leaves Remember the 5 <sup>th</sup> November The Story of Diwali	Our House Rosie's Walk Giraffe's Can't Dance The Gruffalo Handa's Surprise Yoko Bee-Bim Bop Amazing Grace We're Going on a Lion Hunt	Mr Wolf's Pancakes Chinese New Year Lanterns and Firecrackers Lots Dim Sum for Everyone	A Street Through Time The Tiger Who Came to Tea This is the way we go to school A Year in Percy's Park Oliver's vegetables/Fruit Salad Supertato The Jolly Postman Henry's Map Dinosaurs and all that rubbish	

	Autumn	Spring	Summer
<b>Communication &amp; Language</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Listening and Attention	<p>Understand why listening is important.</p> <p>Listen to and follow instructions.</p> <p>Listen to and recall stories.</p> <p>Listening in one to one situations and small groups.</p> <p>Ask and respond to why questions.</p> <p>Show interest in non-fiction books.</p> <p>Show interest in the lives of other people or events.</p>	<p>Know that they need to be quiet and concentrate when listening.</p> <p>Maintain attention during appropriate activities.</p> <p>Listen to a whole story from beginning to end.</p> <p>Respond to instructions involving two parts.</p> <p>Listen and respond to ideas expressed by others.</p> <p>Remember key points from a story without prompts.</p> <p>Show specific interest in non-fiction books.</p>	<p>Listen attentively and respond with relevant comments, questions and actions when being read to and during whole class and small group discussions.</p> <p>Ask questions to clarify their understanding.</p> <p>Hold conversations with back and forth exchanges with teachers and peers.</p>
Speaking	<p>Expand vocabulary to include new words related to a topic.</p> <p>Ask questions to develop understanding.</p> <p>Retell a simple past event in the correct order.</p> <p>Use talk to connect ideas, explain what has happened and what might happen in the future.</p> <p>Use talk when pretending that objects stand for something else in play.</p>	<p>Use new vocabulary in different contexts.</p> <p>Ask questions to learn more about an event.</p> <p>Use complete sentences more regularly.</p> <p>Use language to explore imaginary events.</p> <p>Use language to imagine and recreate roles.</p> <p>Use talk to organise, sequence and clarify thinking, feelings and ideas.</p>	<p>Participate in small group, class and one to one discussions, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, using recently introduced vocabulary.</p> <p>Express ideas and feelings using full sentences, including past, present and future tenses and conjunctions with modelling and support.</p>

	Autumn	Spring	Summer
<b>Physical Development</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Gross Motor Skills	<p>Show increasing control when linking movements together.</p> <p>Know that it is good to be active and to sometimes get out of breath.</p> <p>Move freely with confidence in a range of ways.</p> <p>Mount stairs, steps or climbing equipment using alternative steps.</p> <p>Walk downstairs, two feet to each step.</p> <p>Stand momentarily on one foot.</p> <p>Run skilfully whilst negotiating space successfully, adjusting speed and direction as needed.</p>	<p>Start to experiment with different types of movement.</p> <p>Recognise how they can refine a range of physical actions e.g. rolling, running, skipping.</p> <p>Jump off objects safely and carefully.</p> <p>Negotiate space carefully.</p> <p>Travel with confidence and skill when moving around, under, over and through various equipment.</p> <p>Show increasing control when throwing, catching and kicking a ball.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing,</p>
Fine Motor Skills	<p>Draw lines and circles using gross motor movements.</p> <p>Use simple tools to develop fine motor control</p> <p>Use fine motor resources to improve dexterity</p> <p>Use one handed tools and equipment e.g. child scissors.</p> <p>Hold pencils between thumb and two fingers instead of whole hand.</p> <p>Begin to hold pencil correctly and show good control.</p> <p>Copy some letters, especially letters from own name.</p>	<p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show preference for a dominant hand.</p> <p>Begin to show anti-clockwise movements and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, especially letters in their own name.</p>	<p>Hold a pencil effectively in preparation for fluent writing- use the tripod grip in almost all cases.</p> <p>Use a range of small tool, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

	Autumn	Spring	Summer
<b>Literacy</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Word Reading	<p>Join in with rhymes and stories.</p> <p>Join in with the rhythm of well-known rhymes and songs.</p> <p>Recognise own name</p> <p>Identify sounds in words, particularly initial sounds.</p> <p>Segment and blend simple words with support.</p> <p>Link sounds to letters in the alphabet.</p> <p>Learn some rhymes and stories by heart</p>	<p>Read letters by saying the sounds for them.</p> <p>Read simple words and simple sentences.</p> <p>Identify rhymes</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that represent one sound and say the sounds for them.</p> <p>Read a few common exception words matched to our phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary and few exception words.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension	<p>Hold a book and turn pages.</p> <p>Indicate an understanding of pictures and print.</p> <p>Tell a story to friends.</p> <p>Answer simple questions about what is read to them</p>	<p>Talk about events and characters in books.</p> <p>Make suggestions about what might happen next in a story.</p> <p>Read simple words and sentences.</p> <p>Talk about their favourite book.</p> <p>Use vocabulary and events from stories in their play.</p> <p>Re-read books to build up confidence, fluency, understanding and enjoyment in word reading.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play.</p>
Writing	<p>Begin to form lower case and capital letters correctly.</p> <p>Be more confident in writing identifiable shapes and letters.</p> <p>Segment and blend the sounds in simple words, naming the sounds.</p> <p>Spell words by identifying the sounds then writing the sound with the letters.</p> <p>Talk about sentences and start to write short sentences.</p>	<p>Use phonic knowledge to write words in ways which match spoken sounds.</p> <p>Write some common irregular words.</p> <p>Write simple sentences which can be read by themselves and sometimes others.</p> <p>Spell small, familiar words correctly.</p> <p>Make phonetically plausible attempts at more complex words.</p> <p>Re-read what they have written to be sure it makes sense.</p> <p>Start to use full stops and capital letters in the right places.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>

	Autumn	Spring	Summer
<b>Personal, Social and Emotional Development</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Self-Regulation	Describe themselves in positive terms and talk about abilities. Talk confidently to others about needs, wants, interests and opinions. Begin to express feelings and consider the feelings of others. Know when they are upset and explain why. Choose own equipment to complete a task. Show enthusiasm and excitement when anticipating and engaging in certain activities.	Recognise themselves as a valuable individual. Willingly express their feelings and know when they have been kind and considerate. Moderate feelings when they are upset. Be confident to try new activities. Say why they like some activities more than others. Be confident to speak in a familiar group. Be happy to talk about own ideas. Choose resources needed for an activity. Say when they do and do not need help.	Show an understanding of own feelings and feelings of others, begin to regulate their behaviour accordingly. Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in in an activity. Show ability to follow instructions involving several ideas or actions.
Managing Self	Stick with an activity, even when it is challenging. Select and use activities and resources with help. Enjoy the responsibility of carrying out small tasks. Be confident to talk to other children when playing, communicate freely about their home and community. Be outgoing toward unfamiliar people and be confident in new social situations. Show confidence in asking adults for help.	Talk about a challenging task and be prepared to have a go. Welcome and value praise. Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Be confident to speak to others about needs, wants, interests and opinions. Be confident to speak in front of a small group. Describe themselves in positive terms and talk about abilities. Show resilience and perseverance in the face of challenge. Have awareness of keeping teeth clean and not eating too many sweets.	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 own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	Play alongside others. Use a familiar adult as a secure base from which to explore independently in new environments. Play cooperatively with a familiar adult.	Show interest in others' play and start to join in. Seek out others to share experiences. Show affection and concern for people who are special to them. Develop a special relationship with another child, if appropriate.	Play in a group, extending and elaborating play ideas. Initiate play, offering cues to peers to join in. Keep play going by responding to what others say and do. Demonstrate friendly behaviour, initiate conversations and form good relationship with peers and familiar adults.

	Autumn	Spring	Summer
<b>Understanding the World</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Past and Present	Remember and talk about significant events in their own experiences. Know that grandparents are older than their parents. Understand words and phrases associated with the past e.g. Long ago, in the past. Begin to understand that some familiar stories were set in a time before they were born.	Recognise and describe special times for family or friends. Compare and contrast characters in stories about the past. Understand that people celebrated events like Eid and Christmas before they were born. Use appropriate language to describe the past e.g. in the past.	Show an understanding of the lives of people around them and their roles in society. Know some similarities and differences between now and in the past. Understand the past through settings, characters and events in books.
People, Culture and Communities	Understand the lives of people who are familiar to them. Understand that not all people celebrate the same things as them. Understand why certain events are being celebrated. Talk about people who are helpful to them, within and outside their family. Understand who they are and what makes them unique	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate in different ways. Recognise different occupations and ways of life. Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some similarities and differences between different religious and cultural communities. Understand the differences and similarities between life in this country and life in other countries.
The Natural World	Show an awareness of some of the things they have observed such as plants, animals, natural and found objects. Develop knowledge of seasonal change. Ask questions about aspects of their familiar world e.g. the place where they live or the natural world. Ask questions about some of the things they have observed.	Show an awareness of why things happen and how things work. Understand growth, decay and change over time. Identify features of living things e.g. legs and wings. Describe what they see, hear and feel whilst outside. Recognise that some environments are different to that in which they live. Understand the effect of changing seasons on the natural world.	Explore the natural world around them, making observations and drawing pictures. Identify similarities and differences between the natural world around them and contrasting environments, drawing on personal experiences and what has been read to them. Understand some important processes and changes in the natural world, including seasons and changing states of matter.

	Autumn	Spring	Summer
<b>Mathematics</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Number and numerical patterns	<p>Match different objects based on their simple properties.</p> <p>Sort objects into groups using different criteria.</p> <p>Compare amounts using the language of more and fewer.</p> <p>Represent 1-3 in various ways, then 4 and 5.</p> <p>Begin to compare 1-3 in various ways, then 4 and 5.</p> <p>Begin to understand the composition of numbers 1-3, then 4 and 5.</p> <p>Begin to count forwards and backwards to 5.</p> <p>Begin to find 1 more or less to 5.</p>	<p>Develop understanding of 0.</p> <p>Compare numbers to 5.</p> <p>Further understand the composition of 4 and 5.</p> <p>Represent and count out 6, 7 and 8.</p> <p>Find and make pairs.</p> <p>Combine 2 groups of objects.</p> <p>Represent and count out 9 and 10.</p> <p>Compare numbers to 10.</p> <p>Explore bonds to 10 using real objects.</p>	<p>Build numbers beyond 10 in different ways.</p> <p>Begin to count on and back beyond 10, noticing number patterns.</p> <p>Choose and rotate shapes to fit in a particular place.</p> <p>Represent number stories using 10s frames.</p> <p>Add more using numbers to 10.</p> <p>Take away using numbers to 10.</p> <p>Double using numbers to 10.</p> <p>Begin to understand division by sharing and grouping.</p> <p>Begin to understand odd and even to 10.</p> <p>Solve problems and develop critical thinking.</p> <p>Recognise patterns and relationships in numbers and shapes.</p>
Shape, space and measure (in programme of study, not ELG)	<p>Begin to compare size, mass and capacity, using associated language e.g. heavier, lighter, taller etc.</p> <p>Make simple patterns (e.g. ABAB)</p> <p>Apply knowledge of 1-3 by exploring circles and triangles.</p> <p>Develop spatial awareness by beginning to use and understand positional language.</p> <p>Apply our knowledge of 4 by exploring rectangles, including squares.</p> <p>Talk about daily routines using day, night, morning afternoon, before, after, today, tomorrow etc.</p>	<p>Compare mass.</p> <p>Compare capacity.</p> <p>Use language to describe length and height and make indirect comparisons.</p> <p>Use language to sequence events in their day.</p> <p>Begin to recognise that certain things happen on certain days.</p> <p>Begin to be introduced to the names of some 3D shapes and build with them.</p> <p>Make more complex patterns (e.g. ABB, AAB, AABB, AABBB).</p>	<p>Understand that shapes can be combined and separated to make new shapes.</p> <p>Apply positional language to simple models.</p> <p>Develop a simple understanding of symmetry.</p> <p>Make maps and plans to represent where things are in relation to one another.</p>

	Autumn	Spring	Summer
<b>Expressive Arts &amp; Design</b>	Children will be taught to...	Children will be taught to...	Children will be taught to...
Creating with Materials	<p>Realise that tools can be used for a purpose.</p> <p>Use tools and techniques competently and appropriately.</p> <p>Select an appropriate brush for a given purpose.</p> <p>Explore what happens when they mix colours.</p> <p>Experiment with different textures.</p> <p>Begin to use tools for drawing people</p> <p>Experiment with and use primary colours</p>	<p>Safely use and explore a variety of materials, tools and techniques.</p> <p>Experiment with colour design, texture, form and function.</p> <p>Select tools and use techniques to shape, assemble and join materials.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Begin to weave and create simple collages</p> <p>Investigating repeating patterns and symmetry</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Experiment with rubbing and printing with different materials</p> <p>Begin to build, construct, shape and model</p>
Being Imaginative and Expressive	<p>Enjoy joining in with dancing and singing games.</p> <p>Sing a few familiar songs</p> <p>Begin to move rhythmically</p> <p>Imitate movement in response to music</p> <p>Tap out simple repeated rhythms</p> <p>Explore and learn how sounds can be changed.</p>	<p>Explore and learn how sounds can be changed</p> <p>Sing songs, make music and experiment with ways of changing them</p> <p>Begin to build a repertoire of songs and dances.</p> <p>Explore the different sounds of instruments.</p> <p>Imitate new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and try to move in time to the music.</p>