







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Only One You	In my imagination...	Winter Wonderland	Spring has Sprung	Protectors of the Earth	When I grow up!
 Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> - Know the different ways they can show they are listening and understanding when engaged in conversation. - Demonstrate understanding of what is being discussed by contributing to small-group conversations. - Adapt their own language of past and present tense based on the model of a teacher. - Work alongside a teacher to create and perform helicopter stories. - Talk to a teacher and peers about what has happened, what is happening and what will happen. - Communicate with the lunchtime staff to order their lunch using appropriate language. 	<ul style="list-style-type: none"> - Initially respond to adult led conversations and then continue to share their ideas. - Use a variety of question starters to develop understanding of a specific topic. - During play engage in conversation with peers, having a conversation about their play and other topics. - Imitate a teacher's model of using memorable vocabulary. 	<ul style="list-style-type: none"> - When engaged in a conversation, demonstrate they are listening using different strategies. - Spontaneously offer comments to whole class conversations. - Use a variety of verbs in all three tenses when talking about their play and experiences out of school. - Develop a love for creating and performing helicopter stories which imbed new vocabulary. - Speak in extended sentences, with the use of conjunctions. - Confidently greet and express their wants and needs with an adult around school, using appropriate language. 	<ul style="list-style-type: none"> - Engage in and instigate conversations of interest to them, during play. - Ask questions to develop their understanding of topics which interest them. - Engage in a back-and-forth conversation led by a teacher during play. - Recall and talk about memorable vocabulary. 	<ul style="list-style-type: none"> - Use eye contact, head movement and appropriate responses to show they are listening and understanding. - Add relevant comments to whole class and small group discussions to demonstrate their attention and understanding. - Talk in the past tense about what they have enjoyed doing in school and at home, using newly introduced language. - Create and perform helicopter stories which use and embed new vocabulary. - Speak in extended sentences, with the use of conjunctions, when talking about what has happened, what is happening and what will happen. 	<ul style="list-style-type: none"> - Respond to adults and their peers to either add to the conversation or provide an answer to a posed question. - Ask questions about a range of topics (stories, the natural world, different cultures, their immediate environment etc.) in order to clarify their understanding. - Engage in a meaningful back and forth conversation during play with a peer or teacher where both parties contribute. - Consistently use new and memorable vocabulary, acquired from a range of texts, through imaginative play. - Communicate with adults around school in a variety of contexts using appropriate language.
 Self-Regulation Managing Self Building Relationships	<ul style="list-style-type: none"> - Observe teacher models on regulating a range of big emotions and talk about which might work for them. - Independently consider how play-related goals can be achieved and begin to talk about this with peers. - Study and imitate turn-taking and sharing strategies which are modelled by teachers. - Explore their learning environment and talk about which play opportunities they find most enjoyable. - Work with peers when working towards play goals. - With support and reminders from teachers, change self to be ready for PE and forest school. - Play with a variety of peers depending on the chosen Learning Through Play opportunity. - Use talk and play to build relationships with teachers and their peers. - Be introduced to the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with peers when they are feeling a range of emotions. - Talk to teachers and peers about how they demonstrate a 'never give up' attitude. - With teacher guidance, complete instructions with multiple steps. - Know and have a say in creating a set of class rules which must be agreed upon and followed by all. - Know the rules which make up the highway code and which elements apply to pedestrians. - Talk about and take part in activities which keep us healthy including exercise, diet, washing and dental care. - Study – and begin to imitate - teacher models for resolving conflicts with their peers. - Recognise and build relationships with members of the school's Senior Leadership Team. 	<ul style="list-style-type: none"> - Approach teachers when they are feeling a big emotion and talk about regulating these feelings. - Set themselves a goal and talk to peers and teachers about how they intend to achieve it. - Use different strategies to ensure toys and equipment are shared fairly. - Follow their own interests, playing with a varied group of peers. - Ask teachers for support when working towards a goal which they are having difficulty with. - Dress and undress for PE and forest school, knowing the correct order actions should be done. - Develop relationships with a variety of peers. - Vary talk and behaviour based on whether they are speaking to a peer or a teacher. - Recognise and build relationships with the school's pastoral team. 	<ul style="list-style-type: none"> - Talk with their peers about strategies they use when feeling big emotions. - Talk with teachers about how they can improve their work and play-related learning activities. - Follow instructions with multiple steps where reminders may be required. - Know rules which apply to the whole school and understand how these can be followed. - Understand how the highway code keeps them safe. - Identify examples of healthy and unhealthy food choices. - With teacher support, resolve peer conflicts through strategies which have been modelled. - Recognise and build relationships with teachers from other classes around school. 	<ul style="list-style-type: none"> - Identify when they are feeling big emotions and know how to regulate these feelings independently. - When playing, choose and talk about goals and adapt their approach if initially unsuccessful - Know when they need to wait patiently – to talk to a teacher, to play with a toy, to go outside etc. - Choose a play opportunity which interests them regardless of their friendships group's choices. - Call upon a range of sources of support when working towards a goal, including books. - Independently dress and undress for PE and forest school in a timely manner. - Play and have individual relationships with a variety of peers. - Have positive relationships with both teachers and peers and understand how these differ. 	<ul style="list-style-type: none"> - Recognise when a peer is feeling a big emotion and know how to support them in regulating emotions. - Consistently demonstrate resilience when working towards goals which they have set themselves. - Follow instructions with several steps and remain disciplined to ensure they are followed accurately. - Know the consequences for not following rules and understand why consequences exist. - Follow the highway code around school and cross a zebra crossing safely. - Talk about the importance of a healthy diet, including caring for their teeth. - Independently resolve conflicts with peers through modelled strategies. - Adopt positive behaviours towards all members of the school community. - Know the purpose of the school's pastoral team.
 Gross Motor Skills Fine Motor Skills	<ul style="list-style-type: none"> - Experiment using alternating feet to push when riding a scooter to see which works better. - With support from an adult, move across a low balance beam, using the non-supported hand for balance. - Hold a rope in both hands and throw it overhead to retrieve a cone. - Explore different ways of leaping and use them in dance routines. - Follow lines and patterns, with increasing accuracy, when holding a pencil. - Practise obstacle courses to familiarise self with 'under', 'over', 'around' and 'through'. - Safely use a knife to cut food whilst holding it in place. 	<ul style="list-style-type: none"> - Begin to play games, previously taught and led by an adult, independently and follow the known rules. - Catch a bean bag using one hand, throwing it up and catching independently. - Begin to move rhythmically and dance in response to changes in the music. - Use thick paint brushes, using the whole arm to paint a large surface. - Follow lines, including gentle curves, when using scissors independently. - Thread laces through increasingly smaller holes. - Apply glue to smaller materials by rubbing on the top of a glue stick. - Practise scrubbing technique, experimenting with pace and pressure to avoid pain and damage to teeth. 	<ul style="list-style-type: none"> - When riding a balance bike, make simple turns and changes of direction by leaning body left and right. - When throwing at a given target, know whether an over or underarm throw would be more effective and talk through the reasoning for this. - Step onto a low balance beam, with support, and then balance in position independently. - Skip using a rope held themselves, jumping with both feet. - Experiment with different balances and use them in dance routines. - Write and draw in different directions, including curves and angles, to promote dynamism. - Use a fork to hold food in place whilst the knife cuts. 	<ul style="list-style-type: none"> - Use the handle to make simple turns when riding a scooter with both feet off the ground. - Play games, indoors and outdoors, and make suggestions for new rules. - Receive an underarm throw of a ball or bean bag and catch using one or two hands. - Dance to music and make changes to routines and movements. - Paint using a fine brush using a tripod grip for detail. - Manipulate paper, as well as scissors, when cutting more dramatic curves and changes of direction. - Practise lace-tying on a board using two differently coloured ends. - Apply PVA glue using a spatula in specific places. - Independently apply toothpaste to a toothbrush. 	<ul style="list-style-type: none"> - When riding a balance bike, follow a set path using alternating feet to accelerate and decelerate. - Throw a wider variety of objects further distances and at given targets. - Skip using a rope they hold themselves, attempting to hop on alternating feet. - Use leaps and balances in their dance routines. - Hold a pencil using a dynamic tripod grip, using fingers for control when writing and drawing. - Do and undo small buttons on clothing. - Hold and use a knife and fork independently when eating, including cutting. - Independently hold and use a toothbrush to brush teeth effectively. 	<ul style="list-style-type: none"> - Ride a scooter, using one foot to push and then resting both feet on the scooter. Use the handle to turn and follow a set path. - Create and set the rules for games to be played indoors and outdoors, sharing these with peers. - Catch smaller objects from greater distances. - Walk along a low, narrow balance beam, using arms for control. - Represent thoughts and feelings through dances and movements. - Use scissors to cut complex shapes, such as figures. - Tie shoelaces independently - Choose from and use a selection of adhesives which are fit for purpose. - Manipulate the grip on a paintbrush for effect.
 Comprehension Word Reading Writing	<ul style="list-style-type: none"> - Use props, provided by the teacher, to support retells of familiar stories. - Make predictions based on clues provided by the teacher. - Recognise key words around the classroom (toilet, sink, window, table, chair etc.). - Sing the alphabet song and know that each of these letter names has a corresponding sound. - Practise sounding out and blending CVC words as part of phonics lessons. - Understand that taught sounds will have a corresponding grapheme of one or more letters. - Use writing during play when explicit opportunities are provided (lists, orders, instructions etc.). 	<ul style="list-style-type: none"> - Use their own vocabulary when retelling or developing helicopter stories. - Remember the 5 words which make up HLC's school values and talk about them as a class. - Identify when a pair of words rhyme and then add a third word which also rhymes. - Know that tricky words cannot be sounded out phonetically. - Know what digraphs and trigraphs are and begin to learn a selection and the letter names involved. - Blend sounds to read 4- and 5-letter words. - Know the HLC letter formation mnemonics for each letter of the alphabet. - When writing multiple words, use a finger space between them. With a manipulative for support if needed. 	<ul style="list-style-type: none"> - When retelling stories, refer directly to vocabulary drawn from the original text. - Make predictions based on what has been read so far, including the front cover and blurb.2 - Recognise the names of their teachers and other significant adults in school. - Know each sound for all 26 letters of the alphabet. - Sound out and attempt to blend key and newly introduced vocabulary around the classroom. - For taught sounds, including digraphs and trigraphs, know the corresponding graphemes. - Use writing spontaneously during their play, for example, labelling a model they have created. - End sentences with a full stop. 	<ul style="list-style-type: none"> - Use direct quotations from known stories when developing a helicopter story. - Know the meaning of the words which make up HLC's school values. - Predict the final word in a sentence knowing that it will complete a rhyming pair. - Use phonics knowledge to identify the 'tricky' part of words. - Knows to search for and spot digraphs and trigraphs within words before sounding out and blending. - Blend sounds, including digraphs and trigraphs, to read words. - Write each letter of the alphabet, mostly using the correct formation. - Know that sentences, as well as names start with a capital letter. 	<ul style="list-style-type: none"> - Use props and vocabulary drawn from the text when retelling a wide range of stories. - Make predictions based on their understanding of the text and the world around them. - Recognise the written names of their peers, family members and the words which make up HLC's values. - Know the letter names and each corresponding sound for all letters of the alphabet. - Apply phonics skills when reading labels and signs around the school. - Sound out words and identify corresponding graphemes for each sound to write decodable words. - Consistently use writing as part of their Learning Through Play, particularly during role play. - Write sentences with capital letters, finger spaces and full stops. 	<ul style="list-style-type: none"> - Combine their own words and those from known texts when retelling or creating a helicopter story. - Understand HLC's school values and discuss how they can embody them. - Recognise words which rhyme and continue rhyming strings. - Read all taught common exception words and have an understanding as to what makes them 'tricky'. - Use blending skills to read a group of words and decode this as a sentence. - Write each letter of the alphabet with the correct formation. - Write a postcard to their future self which talks about their time in Reception at HLC Primary.

 <p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p>	<ul style="list-style-type: none"> - Recognise whether there are 1, 2 or 3 objects in a group. - Write the numbers 1-10 using the correct digit formation. - Experiment with adding more and taking away manipulatives from amounts up to 20. - Count beyond 10 and back to 0 without the use of manipulatives. - Name squares, triangles and circles on sight and use them in their play. - Continue repeating patterns which have been created by teachers and their peers. - Know that equal numbers can be shared into 2 equal groups and odd numbers have an 'odd one'. - Estimate quantities without the use of known facts. 	<ul style="list-style-type: none"> - Continue to use manipulatives to identify number bonds for 1-5 and begin to memorise these. - Match numerals, words and quantities for the numbers 1-10. - Add and take away from manipulatives to find 'one more' and 'one less' than numbers up to 20. - Know that the final number used when counting objects indicates the total quantity of those objects. - Know that a double is when a number is added to itself. - Share numbers up to 20 into 2 equal groups as a class or during play. - Use '-est' words when talking about lengths, weights and capacities. 	<ul style="list-style-type: none"> - Subitise numbers up to 5 speedily where amounts are represented pictorially or through manipulatives. - Write and number from 1-20 using the correct digit formation. - Create numbers using manipulatives and then take some away to make a new number. - Count to 20 from 0 and back to 0 from ten numbers. - Talk about the shapes they can see in their learning environment. - Create repeating patterns with three variables, using colours, shapes and manipulatives. - Find odd and even numbers through equal sharing and recalling prior modelling. - Base estimations on known facts ("Here are 10 marbles, how many do you estimate are here?") 	<ul style="list-style-type: none"> - Mentally recall all number bonds for 1-5 without the use of manipulatives. - Match numerals, words and quantities for any number up to 20. - Use a number line to recognise 'one more' and 'one less' for numbers up to 20. - Use ordinal numbers during play and when discussing dates and race results. - Count two groups of objects and state the total of each. - Use manipulatives to identify double facts for numbers 1-5. - Share numbers up to 20 into varying numbers of groups and apply this in their play. - Order multiple lengths, weight and capacities from shortest/lightest/emptiest to longest/heaviest/fullest. 	<ul style="list-style-type: none"> - Use ten frames and Hungarian frames to count numbers between 5 and 10 speedily. - Match numerals to words for numbers from 1-20 and recall the HLC digit formation mnemonics. - Use manipulatives to solve subtraction problems by taking away amounts from numbers up to 20. - Count beyond 20 from any number and back to 0 from any number up to 20. - Recognise rectangles, circles and triangles and use these shapes in their play. - Create repeating patterns – beyond AB – using shapes and other manipulatives. - Know the odd and even numbers up to 10 from memory. - Make sensible estimations when studying groups of objects and then compare these to actual amounts. 	<ul style="list-style-type: none"> - Recall some number bonds for the numbers 6-10, including subtraction facts. - Match numerals and words to quantities beyond 20 by counting to this amount. - Instantly recall 'one more' and 'one less' than any number up to 20. - Use both cardinal and ordinal numbers when counting and ordering. - Use the language 'greater than' and 'less than' when comparing quantities. - Recall double facts for numbers 1-5 from memory. - Share objects up to 20 into equal groups and decide what should be done with any left over. - Compare lengths, weights and capacities using '-er' words as well as '-est'.
 <p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<ul style="list-style-type: none"> - Knows the date of their birthday and this does not change. - Study images from the past and present to identify changes to the natural world over time. - Knows when, how and why different religious festivals are celebrated during the year. - Knows the names of and recognises members of the school's pastoral team. 	<ul style="list-style-type: none"> - When talking about the past and future, uses 'yesterday' and 'tomorrow' mostly accurately. - Identifies changes over time to objects in the world around them (ice, plants, food etc.). - Talk with teachers about personal events which they consider to be significant 	<ul style="list-style-type: none"> - Understands that time passes in sequential order and there are repeating patterns in our lives. - Look at the natural world in our immediate environment and talk about changes over time. - Talk about events and celebrations, included religious, which they observe and how. - Knows the names of and recognises members of the school's safeguarding team. 	<ul style="list-style-type: none"> - Uses the names of days and months when talking about the past or significant events. - Understand that some changes cannot be reversed as time passes. - Add specific details when recounting experiences to peers and teachers. 	<ul style="list-style-type: none"> - Knows the repeating patterns of days and months. - Recognise how the world has changed over periods of time. - Describes multiple events and celebrations, including religious, which take place during the year. - Know the name of the current Monarch and Prime Minister. 	<ul style="list-style-type: none"> - Uses 'last...' and 'next...' in relation to week's months and years to talk about the past and future. - Recognise how the passage of time has changed them and the people around them. - Talk confidently, and in increasing detail, about the past and present events in their own life. - Know and talk about how they have changed during their time in Reception.
 <p>Expressive Arts and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> - Explore colour mixing through a variety of mediums eg. Powder paint, water colour, puddle painting. - Hold a paintbrush or chunky mark making tool with the child's chosen grip. - Begins to print with purpose. - Draws things that they observe eg. A flower. - Shape and model different sculptures, eg. Playdough, clay, junk modelling. - Sing a wide range of songs to themselves, often creating their own songs and words. - Move and dance to music in different ways, e.g. skipping, swaying, jumping, rolling into dance movements. - Use their imagination to turn the everyday into the extraordinary, e.g. turning a box into a farmyard. 	<ul style="list-style-type: none"> - Develop tripod grip by experiencing fine motor strengthening activities. - Hold a paintbrush with increasing control. - Experiment with different textures of stamps and materials to print on. - Prints a repeated pattern which could alternate in shape, size, or colour. - Draws objects and events from memory eg. Weekend news or a recount of an event. - Explore a different range of 3D work; clay, dough, boxes, wire, paper sculpture, mod roc. - Know a wide range of songs including nursery rhymes, rules and routine songs. - Choose instruments/sounds for their own Production and sing as part of a chorus, to an audience. 	<ul style="list-style-type: none"> - Experiment how adding black and white can deepen and lighten a colour. - Printing objects to make a pattern or picture. - Draws bodies of an appropriate size for what they are drawing. - Can explain a drawing and use their knowledge of shape to influence the structure of the artwork. - Explore a wide range of mark making materials and tools. - Work as a group with the support of a teacher to create a 3D model or structure. - Sing in a group, matching pitch and following melody with their peers. - Choose instruments/sounds for their own imaginative purposes, e.g., a shaker to represent rain, a drum to represent a dinosaur. - Immerse themselves in creating different characters and personas when Learning Through Play. 	<ul style="list-style-type: none"> - Colour match to a specific colour and shade. - Hold a paintbrush (or chosen tool) using a tripod grip. - Create patterns or meaningful pictures when printing. - Draws with more precision and creates an image which is identifiable. - Chose a mark making tool with a purpose in mind and create the planned image. - Imagine and plan a 3D sculpture to make. - Sing by themselves, matching pitch and following melody. - Listen to a song and create their own dance movements. 	<ul style="list-style-type: none"> - Select/mix specific colours and medium to paint with. - Understands how colours can relate to feelings, temperature and setting. - Paints a picture with purpose and control. - Can improve their painting by editing colours at adding additional detail. - Print on top of previous work to explore different printing tools and colours. - Creates a pattern with smaller, more intricate stamps and materials. - Draws in response to their feelings. - Interpret music through a planned, sequenced dance routine as part of a group. - Use instruments to add interest when telling a story. - Create a short helicopter story and perform it to their peers. 	<ul style="list-style-type: none"> - Know the primary colours and the combinations required to produce desired secondary colours. - Hold a paintbrush or chosen mark making tool with a tripod grip and use with control and precision. - Print a meaningful pattern which contains a range of stamping tools and colours. - Independently select additional tools (stamps, rollers etc) to improve their painting. - Draws with detail (bodies with sausage limbs and additional features.) - Draws self-portraits, landscapes, and buildings/cityscapes. - Sculpt using a vast array of tools and materials. - Compose music, using a variety of instruments, which explore tempo, pitch, dynamics and timbre. - Critique the expressive work of others using appropriate vocabulary.