



St Mary and St Paul/s Primary Reception Foundation 2

Current Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals/ Celebrations	Birthdays Season – Autumn Diwali Bonfire Night Advent		Birthdays Seasons – Winter/Spring Chinese New Year Shrove Tuesday Mother’s Day Easter		Birthdays Seasons – Summer Tanabata Festival	
Cultural Capital	<i>Experience:</i> Autumn Walk		<i>Experience:</i> Fire/Police Station visit		<i>Experience:</i> Story Tellers Cave	
R.E The Blackburn Diocesan Board Of Education						
	Friendship Harvest	Christmas	Easter	Stories Jesus Told	Prayer	Special Places
	Settling In					Transitions
EYFS Focused Questions	Will you be my friend?	Who is in my space?	Can we have a pet penguin?	Brown Bear, Brown Bear, what can you see?	Who is afraid of the big bad wolf?	Who lives in a house like this?
PSED	Relationships		Living in the wider world		Health and Well-being.	
Using the internet and digital devices, communicating online, keeping safe online.						
<i>Links to PSHE Association SOL</i>	Families and Friends <i>Making relationships with staff & children. Becoming familiar with the school behaviour policy</i>	Safe Relationships <i>Understanding boundaries Taking other’s views and feelings into account</i>	Belonging in the community <i>Recognises that they belong to different communities and social groups and communicates freely about own home and community</i>	Money and Work <i>Can talk about themselves in positive terms. Talking about their aspirations for the future. Being sensitive to discrimination and prejudice within their social groups.</i>	Physical health and well being <i>To be confident to try out new activities, asking for support when needed.</i>	Growing and changing <i>Being more able to manage feelings and tolerate when wishes aren’t immediately met. Being able to self- regulate sometimes with support</i>
Physical Development						
	Basic Skills	Basic Skills	Ball skills	Gymnastics	Dance	Games
Moving and Handling	<i>Throughout the year the children will;</i> <ul style="list-style-type: none">• Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping• Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk					



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	<ul style="list-style-type: none">• Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles• Travels with confidence and skill around, under, over and through balancing and climbing equipment• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it					
Health and Self Care	<i>Throughout the year the children will;</i> <ul style="list-style-type: none">• Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important• Usually dry and clean during the day• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others• Shows understanding of how to transport and store equipment safely• Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience					
Communication and Language						
*Language support/intervention will be given using Welcomm resource.	Throughout the year the children will: <ul style="list-style-type: none">• Support children to listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions.• Extend children’s understanding of vocabulary, exploring the meaning of new words. They will begin to understand complex sentences using past and present tenses, including plurals.• Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.					
Literacy						
Text	Rainbow Fish	Man on the Moon	Blue Penguin	The Very Hungry Caterpillar	Little Red Riding Hood	The Queen’s Knickers
Opportunities for Writing (<i>not exhaustive</i>)	Cards, labels, captions, lists,	Maps, signs, tickets, information leaflet	Letters, invitations, thought bubbles	Shopping lists, captions, labels	Signs, posters, postcards, maps, make a simple book.	Invitations, maps, simple sentence writing,
Phonics	RWINc Teach Set 1 plus blending & segmenting	RWINc Teach Set 1 plus blending & segmenting	RWINc Revise Set 1 Teach Set 2 plus blending & segmenting	RWINc Revise Set 1 Teach Set 2 plus blending & segmenting	RWINc Revise set 1 & 2 with instant blending and segmenting.	RWINc Revise set 1 & 2 instant blending and segmenting.

Maths – White Rose Maths SOL

[illegible]



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	<ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 					
Being imaginative and expressive.	<ul style="list-style-type: none"> • Creates representations of both imaginary and real-life ideas, events, people and objects • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 					
Music is taught using the Charanga SOL	Me!	My Stories	Everyone!	Our World	Big Bear Funk!	Reflect, Rewind, Replay