

St Mary and St Paul/s Primary Reception Foundation 2

			1			-		1				
Current Year	Autumn 1	Autumn 2	Spring 1 Spring 2				Summer 1	Summer 2				
Festivals/	Birthdays				Birthdays		Birthdays					
Celebrations	Season – Autu	umn	Seasons – Winter/Spring				Seasons – Summer					
	Diwali				nese New Ye		Tanabata Festival					
	Bonfire Nig	ht			nove Tuesday	1						
	Advent			Ν	/lother's Day							
					Easter							
Cultural Capital	Experience: Autur	nn Walk		Experience:	Fire/Police S	tation visit	Experience: Story	y Tellers Cave				
		l	R.E The B	lackburn Dioce	san Board Oj	^f Education						
	Friendship	Christm	as	East	er	Stories Jesus Told	Prayer	Special Places				
	Harvest											
	Settling In							Transitions				
EYFS Focused	Will you be my friend?	Who is in my	Can we	have a pet	Brown Bear, Brown Bear, what		Who is afraid of the big bad	Who lives in a house				
Questions	, ,	space?		nguin?	can you see?		wolf?	like this?				
2052	5.1											
PSED	Relationshi		Living in the wider world t and digital devices, communicating online, keeping safe on				Health and Well-being.					
			-									
Links to PSHE	Families and Friends	Safe	Belongin	-		ney and Work	Physical health and well	Growing and changing				
Association SOL	Making relationships	Relationships	commun	•	Can talk about themselves in positive terms. Talking about		being	Being more able to				
	with staff & children.	Understanding	-	es that they			To be confident to try out	manager feelings and				
	Becoming familiar with	boundaries	-	o different		ations for the future.	new activities, asking for	tolerate when wishes				
	the school behaviour	Taking other's	commun		-	itive to discrimination	support when needed.	aren't immediately				
	policy	views and	social gro		and prejudice within their social			met. Being able to self				
		feelings into	commun		groups.			-regulate sometimes				
		account	freely ab					with support				
			home an	d community								
	1			Physical Dev			_					
	Basic Skills	Basic Skills	Ba	ll skills		Gymnastics	Dance	Games				
Moving and Handling	Throughout the year the ch											
				• 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,Experiments with differe											



Reception Foundation 2

	 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 Throughout the year the children will; • 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										
		Cu	ommunication and Langua	ge						
*Language support/intervention will be given using Welcomm resource.	rt/intervention e given using • Extend children's understanding of vocabulary, exploring the meaning of new words. They will begin to understand complex sentences									
			Literacy							
Text	ext The Very Hungry And									
Opportunities for Writing (not exhaustive)	or Cards, labels, captions, Maps, signs, tickets, Letters, invitations, Shopping lists, Signs, posters, Invitations, n									
Phonics	RWINc RWINc RWINc RWINc RWINc RWINc RWINc Teach Set 1 plus Teach Set 1 plus Teach Set 1 plus Revise Set 1 Revise Set 1 Revise set 1 & 2 with Revise set 1 & 2 instant blending & segmenting blending & segmenting Teach Set 2 plus Teach Set 2 plus instant blending and blending and blending & segmenting blending & segmenting blending & segmenting blending & segmenting segmenting.									



Reception Foundation 2

					Teach letter Names	Teach letter Names			
Letters & Sounds Phase Phase 1 continuous	Phase1 and Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 and begin Phase 4	Phase 4			
throughout phases 2-6. Show awareness and rhyme & alliteration. Distinguish between different sounds in the environment and phonemes. Explore and experiment with sounds and words.	the, to, I, no, go, into	the, to, I, no, go, into	he, she, we, me, be was, you, they, all, are, my, her	he, she, we, me, be was, you, they, all, are, my, her	he, she, we, me, be was, you, they, all, are, my, her said, have, like, so, do, some, come, were, there, little, one, when,	said, have, like, so, do, some, come, were, there, little, one, when, out, what			
Reading	Throughout the year the children will: Begins to develop phonological and phonemic awareness - Continues a rhyming string and identifies alliteration - Hears and says the initial sound in words - Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them - Starts to link sounds to letters, naming and sounding the letters of the alphabet - Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences • 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 • Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc.								
		Μ	l <mark>aths –</mark> White Rose Maths S	OL					



Reception Foundation 2

Number Shape, Space &	Just Like Me Match & Sort Compare Amounts	It's Me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Circles and	Light & Dark Representing numbers to 5. One more, one less Shapes with 4	Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass	Growing 6,7,8 6,7 & 8 Making Pairs Combining 2 Groups Length &	Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D Shape	Con- solidation	To 20 & Beyond Building Numbers Beyond 10 Counting Patterns beyond 10 Spatial	First, Then and Now Adding More Taking Away	Find My Pattern Doubling Sharing & Grouping Even & Odd Spatial	On the Move Deepening Understanding Patterns & Relationships Spatial Reasoning
Measure	size, mass and capacity	Triangles Positional Language	sides Time	Compare Capacity	Height Time	Pattern		Reasoning 1 Match, Rotate, Manipulate	Reasoning 2 Compose & Decompose	Reasoning 3 Visualise & Build	2
					tanding of the						·
People and Communities The World	Throughout the term's children will observe the weather and seasons exploring change Throughout the year the children will: • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions • Looks closely at similarities, differences in relation to places, objects, materials and living things • Talks about the features of their own immediate environment and how environments might vary from one another • Makes observations of animals and plants and explains why some things occur, and talks about changes										
Technology	 Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software Can create content such as a video recording, stories, and/or draw a picture on screen Develops digital literacy skills by being able to access, understand and interact with a range of technologies Can use the internet with adult supervision to find and retrieve information of interest to them 										
Creating with materials.	-	build a collection	on of songs and da f ways, e.g. plays v	nces	sive Arts and I ively, plays alo		t of the song th	ey are singing	or music the	ey are listeni	ng to



Reception Foundation 2

	 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 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 a									
Being imaginative and expressive.	 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				