



**St Mary and St Paul/s Primary
Reception Foundation 2 2024 2025**

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: Autumn Walk</i>		<i>Experience: Fire/Police Station visit</i>		<i>Experience: Story Tellers Cave</i>	
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 					



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	<ul style="list-style-type: none"> • Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk • 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	<p><i>Throughout the year the children will;</i></p> <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.	<p>Throughout the year the children will:</p> <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 King’s Pants
Opportunities for Writing (not exhaustive)	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,



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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. Teach letter Names	RWINc Revise set 1 & 2 instant blending and segmenting. Teach letter Names
Letters & Sounds Phase <i>Phase 1 continuous 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.</i>	Phase1 and Phase 2 the, to, l, no, go, into	Phase 2 the, to, l, no, go, into	Phase 3 he, she, we, me, be was, you, they, all, are, my, her	Phase 3 he, she, we, me, be was, you, they, all, are, my, her	Phase 3 and begin Phase 4 he, she, we, me, be was, you, they, all, are, my, her said, have, like, so, do, some, come, were, there, little, one, when, out, what	Phase 4 said, have, like, so, do, some, come, were, there, little, one, when, out, what
Reading	<i>Throughout the year the children will:</i> 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 link sounds to some frequently used digraphs, e.g. <i>sh, th, ee</i> • 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.					



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Number	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	Light & Dark Representing numbers to 5. One more, one less	Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5	Growing 6,7,8 6, 7 & 8 Making Pairs Combining 2 Groups	Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10	Con- solidation	To 20 & Beyond Building Numbers Beyond 10 Counting Patterns beyond 10	First, Then and Now Adding More Taking Away	Find My Pattern Doubling Sharing & Grouping Even & Odd	On the Move Deepening Understanding Patterns & Relationships
Shape, Space & Measure	Compare size, mass and capacity	Circles and Triangles Positional Language	Shapes with 4 sides Time	Compare Mass Compare Capacity	Length & Height Time	3D Shape Pattern		Spatial Reasoning 1 Match, Rotate, Manipulate	Spatial Reasoning 2 Compose & Decompose	Spatial Reasoning 3 Visualise & Build	Spatial Reasoning 2

Understanding of the world

Throughout the term's children will observe the weather and seasons exploring change

People and Communities	<p>Throughout the year the children will:</p> <ul style="list-style-type: none"> • 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
The World	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and 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	<ul style="list-style-type: none"> • 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

Expressive Arts and Design

Creating with materials.	<p>Throughout the year:</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • 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
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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 					
Focus Artist Who is? Create art in the style of.....	Michael Brennand Wood (Sculpture)		Cezanne (Still Life)		Mondrian (Shape)	
Music is taught using the Charanga SOL	Me!	My Stories	Everyone!	Our World	Big Bear Funk!	Reflect, Rewind, Replay