

	Autumn 1 Knowledge and skills	Autumn 2 Knowledge and skills	Spring 1 Knowledge and skills	Spring 2 Knowledge and skills	Summer 1 Knowledge and skills	Summer 2 Knowledge and skills	ELG: Children will:
Communication and Language Listening, Attention and Understanding	<p>Begin to express their feelings about a nursery rhyme.</p> <p>Talk 1:1 with an adult or a peer.</p> <p>Say how they feel about something.</p> <p>Begin to contribute to a group discussion.</p> <p>Listen attentively during whole class discussions and small group discussions.</p>	<p>Begin to express their feelings about a text.</p> <p>Begin to recite a text confidently.</p> <p>Begin to contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Begin to offer new ideas using introduced vocabulary from stories.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p> <p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p> <p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Listen attentively and begin to respond to what they hear with relevant questions.</p> <p>Begin to express their ideas and feelings about their experiences using full sentences.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p> <p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Continue to listen attentively and respond to what they hear with relevant questions.</p> <p>Continue to express their ideas and feelings about their experiences using full sentences.</p> <p>Begin to hold a conversation in back and forth exchanges.</p> <p>Begin to use past, present and future tenses with modelling and support from teacher.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p> <p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Continue to listen attentively and respond to what they hear with relevant questions.</p> <p>Continue to express their ideas and feelings about their experiences using full sentences.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold a conversation in back and forth exchanges.</p> <p>Use past, present and future tenses with modelling and support from teacher.</p>	<p>*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.</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>
Communication and Language Speaking	<p>Express their feelings about a nursery rhyme.</p> <p>Talk 1:1 with an adult or a peer.</p>	<p>Begin to express their feelings about a text.</p> <p>Begin to recite a text confidently.</p>	<p>To express their feelings about a text.</p> <p>To recite a text confidently.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p>	<p>Express their feelings about a text.</p> <p>Recite a text confidently.</p>	<p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p>

	<p>Say how they feel about something.</p> <p>Contribute to a group discussion.</p> <p>Listen attentively during whole class discussions and small group discussions.</p>	<p>Begin to contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Begin to offer new ideas using introduced vocabulary from stories.</p>	<p>To contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p>	<p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Listen attentively and begin to respond to what they hear with relevant questions.</p> <p>Begin to express their ideas and feelings about their experiences using full sentences.</p>	<p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Continue to listen attentively and respond to what they hear with relevant questions.</p> <p>Continue to express their ideas and feelings about their experiences using full sentences.</p> <p>Begin to hold a conversation in back and forth exchanges.</p> <p>Begin to use past, present and future tenses with modelling and support from teacher.</p>	<p>Contribute in a small group or whole class setting.</p> <p>Listen attentively during whole class discussions and small group discussions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories.</p> <p>Continue to listen attentively and respond to what they hear with relevant questions.</p> <p>Continue to express their ideas and feelings about their experiences using full sentences.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold a conversation in back and forth exchanges.</p> <p>Use past, present and future tenses with modelling and support from teacher.</p>	<p>introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal, Social and Emotional</p> <p>Self Regulation</p>	<p>Start to follow instructions and respond appropriately.</p> <p>Understand each other's opinions.</p> <p>Begin to share resources.</p> <p>Beginning to talk about and understand emotions.</p>	<p>Begin to follow two step instructions.</p> <p>Begin to share equipment, resources and space with others appropriately.</p> <p>Begin to dress independently when changing from PE.</p>	<p>Begin to show an understanding of their feelings and others.</p> <p>Begin to regulate their behaviour.</p> <p>Begin to be able to wait for what they want and control their impulses appropriately.</p> <p>Follow two step instructions.</p>	<p>Show an understanding of their feelings and others.</p> <p>Regulate their behaviour.</p> <p>Wait for what they want and control their impulses appropriately.</p> <p>Follow two step instructions.</p>	<p>Show an understanding of their feelings and others.</p> <p>Regulate their behaviour.</p> <p>Be able to wait for what they want and control their impulses appropriately.</p> <p>Know the reasons for rules, know right from wrong and begin to behave accordingly.</p>	<p>Show an understanding of their feelings and others.</p> <p>Regulate their behaviour.</p> <p>Be able to wait for what they want and control their impulses appropriately.</p> <p>Know the reasons for rules, know right from wrong and begin to behave accordingly.</p>	<p>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control</p>

					Set and work towards simple goals, being able to wait for what they want. Begin to show an ability to follow instructions involving several ideas or actions.	Set and work towards simple goals, being able to wait for what they want. Begin to show an ability to follow instructions involving several ideas or actions.	their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Personal, Social and Emotional Managing Self	Know where the toilets are. Start to manage their own basic hygiene. Begin to get undressed and dressed for PE.	Begin to dress independently when changing from PE. Manage their own basic hygiene. Begin to try new and familiar activities with increased confidence and independence.	Begin to know the reasons for rules know right from wrong and begin to behave accordingly. Dress independently when changing from PE. Manage their own basic hygiene. Begin to try new and familiar activities with increased confidence and independence.	Begin to show confidence when trying new activities and show independence, resilience and perseverance in the face of challenge. Know the reasons for rules know right from wrong and begin to behave accordingly. Dress independently when changing from PE. Manage their own basic hygiene.	Begin to understand the importance of healthy food choices. Show confidence when trying new activities and show independence, resilience and perseverance in the face of challenge. Know the reasons for rules, know right from wrong and begin to behave accordingly. Dress independently when changing from PE. Manage their own basic hygiene.	Show confidence when trying new activities and show independence, resilience and perseverance in the face of challenge. Understand the importance of healthy food choices. Know the reasons for rules, know right from wrong and begin to behave accordingly. Dress independently when changing from PE. Manage their own basic hygiene.	*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 their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Personal, Social and Emotional Building Relationships	Understand each other's opinions. Begin to share resources. Beginning to talk about and understand emotions.	Begin to share equipment, resources and space with others appropriately. Beginning to talk about and understand emotions. Understand each other's opinions.	Share equipment, resources and space with others appropriately. Talk about and understand emotions. Understand each other's opinions.	Begin to take turns when playing games. Build on wider circle of friends. Continue to build relationships. Understand each other's opinions.	Begin to take turns when playing games. Build on wider circle of friends. Understand each other's opinions.	Take turns when playing games. Build on wider circle of friends. Understand each other's opinions.	*Work and play cooperatively and take turns with others. * Form positive attachments to adults and friendships with peers.

	Made friendships and start to build relationships.	Start to build relationships with the friends that have been made.	Continue to build relationships.				*Show sensitivity to their own and to others' needs.
Physical Development Gross Motor	Copy and practise big movements with body actions. Begin to control their movements in a bigger space. Pedal a bike independently.	Begin to negotiate space themselves. Begin to move in a range of ways.	Begin to negotiate space and obstacles themselves. Develop balance and travelling along and around obstacles. Develop coordination when using a racquet to hit and throw a ball.	Negotiate space and obstacles themselves. Develop balance and travelling along and around obstacles. Develop coordination when using a racket to hit and throw a ball.	Negotiate space and obstacles themselves. Further develop balance and travelling along and around obstacles. Move energetically when taking part in a number of activities.	Negotiate space and obstacles themselves. Further develop balance and travelling along and around obstacles. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	*Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Development Fine Motor	Pinch the pen, pencil correctly when holding it. Follow and create fine motor patterns.	Begin to hold a pencil/pen effectively. Begin to use a range of small tools. Further strengthen finger and hand muscles.	Hold a pencil/pen effectively. Use a range of small tools. Further strengthen finger and hand muscles. Begin to hold cutlery carefully.	Hold a pencil/pen effectively. Use a range of small tools. Further strengthen finger and hand muscles. Begin to show accuracy and care when painting. Hold cutlery carefully.	Hold a pencil/pen effectively. Use a range of small tools. Further strengthen finger and hand muscles. Continue to show accuracy and care when drawing. Hold cutlery carefully.	Hold a pencil/pen effectively. Use a range of small tools. Further strengthen finger and hand muscles. Continue to show accuracy and care when drawing. Hold cutlery carefully.	*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing.
Literacy Comprehension	Start to become familiar with a wide range of nursery rhymes and can recite them off by heart. Use familiar rhymes as a stimulus for role play and begin to enjoy talking about words and exploring humour.	Begin to use and understand recently introduced vocabulary during discussions about stories during role-play. Begin to invent and adapt narratives and stories with peers and their teacher.	Use and understand recently introduced vocabulary during discussions about stories. Invent and adapt narratives and stories with peers and their teacher.	Use and understand recently introduced vocabulary during discussions about stories. Invent and adapt narratives and stories with peers and their teacher.	Use and understand recently introduced vocabulary during discussions about stories. Invent and adapt narratives and stories with peers and their teacher.	Use and understand recently introduced vocabulary during discussions about stories. Invent and adapt narratives and stories with peers and their teacher.	*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

	Begin to express their feelings about a nursery rhyme.	Begin to express their feelings about a text. Begin to recite a text confidently.	Express their feelings about a text. Recite a text confidently.	Express their feelings about a text. Recite a text confidently and begin to talk about key events.	Express their feelings about a text. Recite a text confidently and talk about key events.	Express their feelings about a text. Recite a text confidently and talk about key events.	*Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Literacy Word Reading	Little Wandle Autumn 1	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2	*Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound-blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy Writing	Use familiar rhymes as a stimulus for mark making and role play and begin to enjoy talking about words and exploring humour. Begin to write their own name. Identify syllables in words through clapping. Begin to develop an awareness of rhyme and alliteration and can	Begin to use initial sounds for what they want to write. Begin to write CVC words. Write their own name.	Use initial sounds for what they want to write. Write CVC words. Begin to write simple phrases.	Use initial sounds for what they want to write. Write CVC words. Begin to write simple repetitive phrases.	Write recognisable letters, most of which are correctly formed. Write CVC words. Write simple repetitive sentences. Begin to write simple individual sentences.	Write CVC words. Write simple repetitive sentences. Begin to write simple individual sentences. Write recognisable letters, most of which are correctly formed.	*Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and

	discriminate different sounds.						sentences that can be read by others.
Mathematics Number	Sort objects Rote count to 10.	Begin to count, recognise, represent and compare numbers 1-5.	Count, recognise, represent and compare numbers 0-5. Begin to recall number bonds to 5. Begin to count, recognise, represent and compare numbers 6,7 and 8.	Count, recognise, represent and compare numbers 0-10. Begin to recall number bonds to 10. Begin to count, recognise, represent and compare numbers 9 and 10.	Begin to build and identify numbers to 20 using a range of resources. Count, recognise, represent and compare numbers 0-10. Begin to count on to find the total of two groups. Begin to count back or subitize to find how many are left.	Begin to build and identify numbers to 20 using a range of resources. Count, recognise, represent and compare numbers 0-10. Automatically recall double facts.	*Have a deep understanding of number to 10, including the composition of each number. *Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Mathematics Pattern	Compare size, mass and capacity Make simple patterns Compare amounts	Begin to talk about properties of the shape. Begin to sequence events in daily routine and language.	Make comparisons using mass and capacity. Use language to describe height and length. Continue to sequence important times in their day and use language of time.	Make comparisons using length and height. Use language to describe height and length. Continue to sequence important times in their day and use language of time. Explore and represent patterns within numbers up to 10. Explore 3D shapes	Count on and back from 10 then to 20, from any starting point. Begin to notice numerical patterns between number 0 - 20. Explain and match arrangements of spaces using positional language. Continue and create more complex patterns following aabb pattern.	Count on and back from 10 then to 20, from any starting point. Begin to notice numerical patterns between number 0 - 20. Explain and match arrangements of spaces using positional language. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Continue and create more complex patterns following aabb pattern.	*Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers up to 10, including evens and odds,

							double facts and how quantities can be distributed equally.
Understanding the world Past and Present	<p>Begin to notice differences in past and present when reading stories/nursery rhymes and within their environment.</p>	<p>Begin to understand what 'past' is.</p>	<p>Talk about some similarities and differences between the past and now, drawing on their experiences and what has been read in class.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>*Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>* Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Understanding the world The natural world	<p>Begin to make observations about the world around them through discussion.</p> <p>Explore the natural world around them.</p>	<p>Begin to talk about things they have observed such as plants, animals, natural and found objects.</p>	<p>Explore the natural world around them and making observations.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them and making observations.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>*Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>*Understand some important processes</p>

							and changes in the natural world around them, including the seasons and changing states of matter.
Understanding the world People, Culture and Communities	<p>Talk about themselves and their family.</p>	<p>Begin to look closely at similarities, differences, patterns and change within the environment and religion.</p>	<p>Begin to understand that life in this country and others can have differences.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
Expressive Arts and Design Creating with Materials	<p>Know primary colours.</p> <p>Start to experiment with mixing primary colours.</p> <p>Begin to use tools to make a puppet.</p> <p>Cut a piece of paper with scissors.</p>	<p>Begin to use a range of small tools to explore colour and textures.</p> <p>Begin to talk about what they have made and how they have done it.</p>	<p>Begin to use a range of small tools to explore materials for their function.</p> <p>Begin to talk about what they have made and how they have done it.</p>	<p>Begin to use a range of small tools to experiment with colour and design.</p> <p>Talk about what they have made and how they have done it.</p>	<p>Begin to experiment with texture, form and function, using a range of materials and tools.</p> <p>Use a range of small tools to experiment with colour and design.</p>	<p>Begin to experiment with texture, form and function, using a range of materials and tools.</p> <p>Use a range of small tools to experiment with colour and design.</p>	<p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

			Use a variety of materials and tools to design for a purpose.		Talk about what they have made and how they have done it. Make props for role play area.	Talk about what they have made and how they have done it. Make props for role play area,	*Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories.
Expressive Arts and Design Being Imaginative and Expressive	Recite rhymes confidently. Sing and perform a song in different situations. Sing nursery rhymes.	Begin to invent, adapt and recount narratives and stories with peers and their teacher. Begin to perform songs to an audience. Begin to move in time with music. Sing nursery rhymes.	Begin to invent, adapt and recount narratives and stories with peers and their teacher. Sing nursery rhymes. Perform songs to an audience.	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs to an audience. Begin to move in time with music.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.	* Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

RE – Devon Syllabus

Unit F6 – Which stories are special and why? (summer 1)

Unit F4 – Being special: where do we belong? (spring 1)

Unit F3 – Why is Easter special for Christians? (spring 2)

Unit F2 – Why is Christmas special for Christians? (autumn 2)

Reception also take part in Diwali, Hanukkah and Eid whole school festivals.

Mathematics

Children in reception follow White Rose maths planning

Little Wandle Phonics

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none">• words with –s /s/ added at the end (hats sits)• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	New tricky words was you they my by all are sure pure
Spring 2 Phase 3 graphemes Review Phase 3 <ul style="list-style-type: none"> words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end 	No new tricky words Review all taught so far
Summer 1 Phase 4 Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	New tricky words said so have like some come love do were here little says there when what one out today
Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words 	No new tricky words Review all taught so far

Music – Charanga

Autumn 1 – Me!

Autumn 2 – My stories

Spring 1 – Everyone!

Spring 2 – Our world

Summer 1 – Big Bear funk

Summer 2 – Reflect, rewind and Replay