

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Themes	Marvellous Me Families Autumn	Patterns Christmas Winter	Sparkling Celebrations Transport Farms	Once upon a time... Spring Growing	Our Town Habitats	Bugs Summer (Moving On)
	Memorable Experiences	All About Me bags Meet my Family Autumn Walk Pop up Library (every month)	Pantomime Christmas Celebration Christmas Party Carol Service	Chinese NY Celebration Bikes to School	Visit Thirsk Library World Book Day Spring Walk Innocent Sow and Grow	Trip to Flamingo Land Town Visit Sports Day	Hatch butterflies Teddy bear’s Picnic Transition Visits
	Parental Involvement	Observations on Tapestry (ongoing) Reading Workshop Parent Consultations	Christmas Crafts Parent Lesson: Phonics	Mother’s Day Celebration Reports Home Parent Consultations	Book Week Activities	Parent Lesson: Literacy	Graduation Celebration Parent Consultations
Communication and Language	Listening & Attention	Maintain attention, concentrate and sit quietly during appropriate activity. Two-channelled attention – listen and do for short span.		Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately, while engaged in another activity.		Listen to instructions and follow them accurately, asking for clarification if necessary. Listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly	
	Understanding	Respond to instructions involving a two-part sequence. Understand humour. Follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion.		Follow instructions involving several ideas or actions. Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.		After listening to stories express views about events or characters in the story and answer questions about why things happened. Carry out instructions which contain several parts in a sequence.	
	Speaking	Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play.		Express themselves effectively, showing awareness of listeners’ needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop own narratives and explanations by connecting ideas or events.		Show some awareness of the listener by making changes to language and non-verbal features. Recount experiences and imagine possibilities, often connecting ideas. Use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.	
Physical Development	Moving & Handling	Experiment with different ways of moving. Jump off an object and lands appropriately. Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travel with confidence and skill around, under, over and through balancing and climbing equipment. Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Use simple tools to effect changes to materials. Handle tools, objects, construction and malleable materials safely and with increasing control. Show a preference for a dominant hand. Begin to use anticlockwise movement and retrace vertical lines. Begin to form recognisable letters. Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. PE: Unit 1 Funs Stations 10 & 1 – Co-ordination & Static Balance		Show good control and co-ordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing. PE: Unit 2 Funs Stations 6 & 2 – Dynamic Balance to Agility & Static Balance		Hop confidently and skip in time to music. Hold paper in position and use their preferred hand for writing, using a correct pencil grip. Begin to be able to write on lines and control letter size. PE: Unit 3 Funs Stations 5 & 4 – Dynamic Balance & Small Base	
	Health & Self-care	Eat a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Understand the need for safety when tackling new challenges, and consider and manage some risks. Show understanding of how to transport and store equipment safely. Practice some appropriate safety measures without direct supervision.		Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.		Know about and can make healthy choices in relation to healthy eating and exercise. Dress and undress independently, successfully managing fastening buttons or laces.	

PSED	Self-Confidence & Self-Awareness	Confidently speak to others about own needs, wants, interests and opinions. Describe self in positive terms and talk about own abilities.	Confidently try new activities, and say why they like activities more than others. Confidently speak in a familiar group, and choose the resources they need for their chosen activities.	Confidently speak to a class group. Talk about the things they enjoy, and are good at, and about the things they do not find easy. Be resourceful in finding support when they need help or information. Talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	Managing Feelings & Behaviour	Understand that own actions affect other people. Be aware of the boundaries set, and of behavioural expectations in the setting. Begin to be able to negotiate and solve problems without aggression.	Talk about how they and others show feelings. Talk about behaviour. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.	Know some ways to manage their feelings and are beginning to use these to maintain control. Listen to each other's suggestions and plan how to achieve an outcome without adult help. Know when and how to stand up for themselves appropriately. Stop and think before acting and wait for things they want.
	Making Relationships	Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding, and ask appropriate questions of others. Take steps to resolve conflicts with other children.	Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Play group games with rules. Understand someone else's point of view can be different from theirs. Resolve minor disagreements through listening to each other to come up with a fair solution. Understand what bullying is and that this is unacceptable behaviour
Literacy	Reading	Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and know which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers.	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.	Read phonically regular words of more than one syllable as well as many irregular but high frequency words. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Describe the main events in the simple stories they have read.
	Writing	Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hear and say the initial sound in words. Segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions. Attempt to write short sentences in meaningful contexts.	Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Use key features of narrative in their own writing.
Mathematics	Number	Recognise some numerals of personal significance. Recognise numerals 1 to 5. Count up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Count objects to 10, and begin to count beyond 10. Count out up to six objects from a larger group. Select the correct numeral to represent 1 to 5, then 1 to 10 objects. Count an irregular arrangement of up to ten objects. Estimate how many objects they can see and check by counting them. Use the language of 'more' and 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than a given number. Find one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. Begin to identify own mathematical problems based on own interests and fascinations.	Count reliably with numbers from one to 20 place them in order and say which number is one more or one less than a given number. Use quantities and objects, to add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.	Estimate a number of objects and check quantities by counting up to 20. Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

Mathematics	Shape, Space & Measures	Begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Select a particular named shape. Describe their relative position such as ‘ <i>behind</i> ’ or ‘ <i>next to</i> ’. Order two or three items by length or height. Order two items by weight or capacity. Use familiar objects and common shapes to create and recreate patterns and build models. Use everyday language related to time. Begin to use everyday language related to money. Order and sequence familiar events. Measure short periods of time in simple ways.	Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	Estimate, measure, weigh and compare and order objects and talk about properties, position and time.			
Understanding the World	People & Communities	Enjoy joining in with family customs and routines.	Talk about past and present events in their own lives and in the lives of family members. Know that other children don’t always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.	Know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. Know that other children have different likes and dislikes and that they may be good at different things. Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.			
	The World	Look closely at similarities, differences, patterns and change.	Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.	Know that the environment and living things are influenced by human activity. Describe some actions which people in their own community do that help to maintain the area they live in. Know the properties of some materials and can suggest some of the purposes they are used for. Be familiar with basic scientific concepts such as floating, sinking, experimentation.			
	Technology	Complete a simple program on a computer. Use ICT hardware to interact with age-appropriate computer software.	Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.	Find out about and use a range of everyday technology. Select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.			
Expressive Arts and Design	Explore Media & Material	Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapts work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.	Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Develop their own ideas through selecting and using materials and working on processes that interest them. Through their exploration find out and make decisions about how media and materials can be combined and changed.			
	Being Imaginative	Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play. Play alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative.	Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	Talk about the ideas and processes which have led them to make music, designs, images or products. Talk about features of their own and others work, recognising the differences between them and the strengths of others.			
	Collective Worship/ Reflection Time	Introduction to Reflection Time Building Thinking Skills, Launch British Values, Harvest, Anti-bullying, The Story of Creation, Respect, Tolerance of difference, Individual Liberty	Remembrance Respect Mutual Respect & Tolerance Diwali Advent Nativity	Loneliness, Everyone is good at something, Chinese New Year, We are all the same but different, What makes a good friend?	Children’s Mental Health Week. Do we need rules at school? Jealousy, Role Models The Easter Story	Forgiveness Always take pride in your work Sportsmanship	Compromise, Rude/Mean/ Bullying, First Impressions Count Change doesn’t always feel good, Celebrating Diversity, Moving on – Look how we’ve changed

In Reception, at Thirsk Community Primary School, we aim to provide 16 themes in one year. Children are more likely to achieve mastery if the skills/processes/knowledge taught by the teacher in the teacher led sessions are practised across 16 contexts rather than the traditional approach of 6 topics per year. Please also see our continuous provision plans.