

EYFS - Reception	Autumn Term		Spring Term		Summer Term	
	September to October 2025	November to December 2025	January to February 2026	February to March 2026	April to May 2026	June to July 2026
Main Project	Me and My Community This project supports children with settling into the new rules and routines of school and encourages them to make new friends and feel confident in their class. It teaches children about being helpful, kind and thoughtful at home and at school. This project also teaches children how they are unique and special, the importance of friendship and how people in their family, school and local community are important and can help them.	Let’s Explore This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	Long Ago This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.	Ready Steady Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	On the Beach This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.
Mini Project	Exploring Autumn This mini topic teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter.	Build It Up This mini project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.	Stories and Rhymes This mini project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.	Signs of Spring This mini project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	Creep, Crawl and Wriggle This mini project teaches children about invertebrates that live in their gardens and local environment.	Move It This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.
						Moving On This mini project celebrates the children’s successes throughout Reception. It explores how they have grown and changed and supports them with the changes to come as they move into Year.
Literacy	Children need to: • Understand listening skills and why it is important • Learn and use new vocabulary in different contexts • Ask questions • Share their ideas in well formed sentences • Connect ideas using a range of connectives • Recall/describe events in detail • Use talk to solve problems,organise thinking, to explain how things work, and why things might happen. • Develop social phrases • Listen and talk about stories • Retell familiar stories using repetition and their own words • Listen to rhymes.poems and songs- listening to how the words sound • Learn poems, rhymes,songs by heart • Listen and talk about non- fiction books to develop familiarity with new knowledge and vocabulary					
	Skills required: • To be able to engage in listening games for an extended period • To be able to observe and react to others • To be able to process what is being communicated • To be able to interact with others and stay interested • To be able to engage in quiet activities • To be able to differentiate between different sounds • To be able to listen and attend for an extend period in a variety of activities • To be desire to communicate • To be able to understand what a question is and how to ask a question • To be able to focus on a given theme and ask questions • To be interested and stay on task • To be able to show confidence in having their own ideas and following their interests • To talk about their ideas and narrating what they are doing e.g.’ I need some tape and a long piece of string to make my lorry’ • To use talk in their play making links to their experiences					

	• To be able to acknowledge social phrases through gestures/repeating the social phrase back • To be able to recognise social phrases in different contexts and begin to use them • To be engage in imaginative play • To be able to understand different perspectives within roles • To be able to recall characters from familiar stories • To recall repertoire of familiar stories using repeated refrains. • To be able to engage in new activities and experiences • To be able to have favourite songs/stories/poems • To be actively involved in songs/rhymes and stories • To be able to notice different sounds/rhythms in stories/songs and poems. • To be able to follow your own interest through books • To be able to engage and explore discovering new interests • To be able to handle books carefully e.g turning pages, hold the right way up • To be able to use new vocabulary relating to what is beginning taught/looked at in books
Communication & Language	Children need to: • Understand listening skills and why it is important • Learn and use new vocabulary in different contexts • Ask questions • Share their ideas in well formed sentences • Connect ideas using a range of connectives • Recall/describe events in detail • Use talk to solve problems,organise thinking, to explain how things work, and why things might happen. • Develop social phrases • Listen and talk about stories • Retell familiar stories using repetition and their own words • Listen to rhymes.poems and songs- listening to how the words sound • Learn poems, rhymes,songs by heart • Listen and talk about non- fiction books to develop familiarity with new knowledge and vocabulary
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Mathematics	Children need to: • Count objects,actions and sounds • Subitise • Link the numeral with its cardinal value • Count beyond 10

	• Compare numbers- using mathematical vocabulary such as more than/less than/fewer/equal to/same as • Understand one more /one less relationship between numbers • Explore composition of numbers to 10 • Recall number bonds to 10 • Select,rotate and manipulate shapes to develop spatial reasoning • Compose and decompose shapes Skills required: • understand that anything can be counted • to recite the numbers in order • to know amounts up to 5 • to recognise that amounts remain the same in any order • to recognise numerals • to count objects • to be able to remember words in order • to understand simple questions • to confidently know the order of numbers • to understand what more and less means • to be able to count lots of different things, arranged in different ways • to be able to retain information • to know the value of each number up to 10 • to be able to say the total number in a group • to be able to add two groups of objects together • to be engage in shape and shape games • to notice shapes in the environment • to be able to select and manipulate shapes in games • to be able to focus at an activity a sustained period of time
Understanding of the World	Children need to: • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories,including figures from the past • Draw information from a simple map • Understand that some places are special to members of their community • Recognise that people have different beliefs and celebrate special times and in different ways • Recognise some similarities and differences between life in their country and life in other countries • Explore the natural world around them • Understand the effect of changing seasons on the natural world around them Skills required: • Confidence to to speak out in a group about their life • Listening to responses of others • Answering questions • To investigate things • To listen to others and respond appropriately • handling and touching of items, alive and dead • To understand past and present • To identify similarities and differences • To use vocabulary of past e.g old,new,yesterday, • To know what a map is and its purpose • To have vocabulary to describe people, objects,places • To have a sense of ownership and where they live • To make observations and looking closely • To keep on trying • To know it is ok make a mistake • Use of senses and understanding which one to use for different situations • explanation and vocabulary • To sequence events over time • To explore the local environment • To role playing experiences and taking characters • To take risks and feeling safe to be curious • To be aware of the wider world • To be aware of natural world

Physical Development	Children need to: ● Revise and refine rolling, crawling, walking, jumping, hopping, skipping, climbing ● Move with control and grace and combine movements ● Develop core body strength, balance and coordination ● Develop coordination, balance, agility in preparation for future physical development e.g swimming, gym ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Have good posture when sitting ● Confidently and safely use a range of large and small apparatus ● Use apparatus alone or in groups. ● Refine skills of kicking, throwing, catching, passing, batting, aiming. ● Develop competence and precision ● Develop foundations of handwriting style which is fast, accurate and efficient. Skills required: ● Can engage in open ended activities ● Can follow more complex instructions. ● Able to communicate if and when they need help. ● Has good hand/ eye coordination ● Has secure body awareness and confidence. ● Can manage most of their own risks and make safe choices. Can move their body in safe ways. ● Has developed a strong pincer/tripod grip. ● Developing dexterity to allow them to use fingers independent of each other ● Has good resilience and perseverance. ● Has the core strength to remain still and upright. ● Has a controlled range of motion in all limbs.
Expressive Art & Design	Children need to: ● To explore,use and refine a variety of artistic effects to express their ideas and feelings ● Return to and build on their ideas and developing their ability to represent them ● Create collaboratively sharing ideas,resources and skills ● Listen attentively, move to and talk about music expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses ● Sing in a group or on their own, increasingly match pitch and melody. ● Develop storylines in their pretend play ● Explore and engage in music making and dance, performing solo or in groups. Skills required: ● To be able to mix colours for a purpose. ● To begin to identify how an artist has made a mark eg. Has it been painted, by pencil, printed, sewn etc. ● To be confident in using a variety of tools and materials. ● To be able to evaluate their creation eg. Does this look like a robot? Yes, because it has lights for eyes. ● To be able to verbalise what they like and how to improve what they have made. ● To be able to listen to other children and adults. ● To be able to work with others. ● To be able to follow an instruction. ● To be able to show a peer how to use tools eg. using scissors. ● To be able to have a problem solving discussion with another child or adult in a group. ● To be able to focus on listening in different settings eg. on the carpet, in a group and during independent activities. ● To be able to describe why they like or dislike a piece of music. ● To be able to link and express their ideas in association with a piece of music. ● To be able to move their body appropriately in response to music. ● To be able to describe why they like or dislike a piece of music. ● To be able to express their ideas in association with a piece of dance. ● To be able to move their body appropriately in response to dance. ● To be able to organise themselves and others into a group. ● To mimic the pitch and melody of others. ● To understand and implement story structure in their play.
Personal Social Education	Children need to: ● See themselves as a valuable individual - positive self esteem ● Build constructive and respectful relationships ● Express their feelings and those of others ● Show resilience and perseverance

	- Identify and moderate their own feelings socially and emotionally - Think about perspectives of others - Manage their own needs					
	Skills required: - To be aware of self, physically, emotionally and socially. - To be able to describe themselves in positive ways - To engage in social etiquette e.g please, excuse me - To take turns in conversation - To adapt behaviour to different circumstances - To initiate conversations and games - To cooperate with others - To work towards goals - To know how to change strategy if needed - To review - To solve problems and challenges - To concentrate for a length of time - To describe a wide range of feelings - To moderate extreme feelings - To control impulses - Plays with other children with respect, listening and responding appropriately for longer periods of time - To know how and when to say sorry - To self regulate - To understand fairness/justice - To use empathy - To think of perspectives of others - To understand we are all unique and valued - To seek ways to deal with conflict, for instance by holding back - To talk about community and home - To be independent - To ask for help if needed - To have physical fine motor skills e.g buttons - To remove their jumper/put on a coat when appropriate - To access their water bottle as appropriate and talk about what the effect of doing so has					
PE	Introduction to PE: Unit 2 - In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. - They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. - They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. - Children will also play simple games and begin to understand and use rules.	Gymnastics: Unit 2 - In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. - Children explore basic movements, creating shapes and balances, jumps and rolls. - They begin to develop an awareness of space and how to use it safely. - They perform basic skills on both floor and apparatus. - They copy, create, remember and repeat short sequences. - They begin to understand using levels and directions when travelling and balancing.	Dance: Unit 2 - In this unit, children will develop their expressive movement through the topic of 'places'. - Children explore space and how to use space safely. - They explore travelling actions, shapes and balances. - Children choose their own actions in response to a stimulus. - They also are given the opportunity to copy, repeat and remember actions. - They continue to use counting to help them keep in time with the music. - They explore dance through the world around them. - They perform to others and begin to provide simple feedback.	Fundamentals: Unit 2 - In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. - Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. - Children will develop fine and gross motor skills, through handling equipment. - They will learn how to stay safe using space. - They work independently and with a partner to complete tasks.	Ball Skills: Unit 2 - In this unit children will develop their ball skills through the topic of 'weather'. - Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. - Children will be able to develop their fine and gross motor skills through a range of game play with balls. - Children will work independently and with a partner and will develop decision making and using simple tactics.	Games: Unit 2 - In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. - Children will learn and develop these skills by playing a variety of games. - They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.