

Reception			
	Autumn	Spring	Summer
Learning challenge theme	Getting to know us Me and My Family	If you go down to the woods today	Our world around us
Outcome	Book/Video	Teddy Bears picnic	
Communication and interaction	Intensive interaction, interactions through play, scaffolded interactions, recognising and responding, cause and effect communication, AAC  Intrinsic across the communication- communication groups 2x each week		
Communication and Language and Literacy	Environmental and instrumental sounds  Body Percussion  Phonics phases	Rhyme and rhythm  Alliteration  Phonics phases	Voice sounds  Oral segmenting and blending  Phonics phases
Reading session Daily	Individual and group sessions- include objects, pictures, symbols, book knowledge and phonics where appropriate  Group activities e.g. sensory stores or phonics Book corner with books related to topic, interest Teaching of objects, photos and symbols   everyday interactions		

Recording	Intrinsic across the curriculum to include opportunities to develop skills through messy play, fine motor skills Open ended mark making, role lay and story scribing. Photos, sequencing		
Story	Daily group story sessions, whole class or smaller groups linked to themes		
Thinking Skills/Maths	Intrinsic across the curriculum to include heuristic and schema play, problem solving play- shape sorters, moving toys, construction, matching, sorting, early number play. Counting and number rhymes and songs, numicon, number lines, numerals. Shape space and measure- messy play, container play, size, stacking, construction.		
	Daily structured teaching using structure and routine, TEACCH principles where appropriate		
	Daily focused child initiated learning		
Physical Development	Movement and travel	Running and throwing	Big equipment
	Bikes and wheeled toys	Cooperative games	Playground equipment
	Swimming		
	Forest schools		
PSED	Daily time to include Managing feelings and responses, routines and boundaries, making relationships, self-confidence and self-awareness, joint and shared attention, turn taking, group activities, asking for help		
Understanding the world	<p>Soft Play Faces and bodies, mirrors, body awareness, songs with actions, recording voices, using our senses, photos (Past and Present)</p> <p>Recognising themselves as part of a family. Older and young members of their family, family trees. Identifying family members using pictures.</p> <p>What makes us special? Belonging People who are special to us</p>	<p>Transport, schema play, roundabouts, bikes, slides Slow/fast</p> <p>Bears around the world Big/Small/Many/Few</p> <p>My favourite bear</p> <p>What my bear did</p> <p>Cooking and preparing food, growing things (Natural World)</p>	<p>Water play, Sand play, visit, Melting and freezing, hot/cold (Natural World)</p> <p>Oceans, beaches, jungles, hot and cold places Weather, travel/transport</p> <p>Role play</p> <p>Special places Celebrations Knowing about similarities between families, communities and traditions.</p>

	Celebrations (Diwali, Eid, Christmas)	Old and new toys – old teddy bears Sequences in stories – images, story words e.g. first, then, next  Special stories Celebrations (Easter, Eid, Vaisakhi)	
	Daily Reflection time		
Art/messy	Intrinsic to curriculum, sensory, LC related, focus on process		
Music	Weekly singing and music lessons, song baskets, nursery rhymes, rhythmic, repetitive, regular		
Movement and dance	Linked to communication and music		
Role play and pretend	Intrinsic to curriculum, reflect interests and themes		
Food Tech/Food Therapy	Food therapy- small groups 32 steps to eating  Messy play- food- liquids	Food therapy- small groups 32 steps to eating  Messy play- food- dry	Food therapy- small groups 32 steps to eating  Messy play- food- mixing textures