

Charlton Mackrell Primary School

Reception Rolling 2 Year Programme NB: Each ELG can be achieved repeatedly throughout the year, this plan highlights specific opportunities in line with the KS1 topic areas

Year A 2025/26

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus (Link to KS1)	What is it like where I live? The Charltons	What was it like travelling to school in the past?	What is special about cities? London	What difference can a person make? Mary Seacole and Florence Nightingale	What is special about other countries? Arctic/Antarctic	What makes a good leader? Fire of London Charles II
Communication & Language	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. (Talking/drawing/writing about where they live)	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. (Talking/drawing/writing about how they travel to school)	Make comments about what they have heard and ask questions to clarify their understanding. (History topic) 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. (History topic)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (History topic vocabulary)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Geography topic vocabulary)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (History topic) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Personal Social & Emotional development	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Form positive attachments to adults and friendships with peers. (PSHE: Me & my relationships)	Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs. (PSHE: Valuing Difference)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSHE: Keeping Safe)	Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. (PSHE: Rights & Respect)	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. (PSHE: Being my Best)	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSHE: Growing & Changing)

<p>Physical Development</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Demonstrate strength, balance and coordination when playing. (PE: Footwork, One Leg Balance)</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PE: Jumping and Landing)</p> <p>Begin to show accuracy and care when drawing. (Drawing: Make your mark)</p>	<p>Demonstrate strength, balance and coordination when playing. (PE: Dynamic Balance, Stance)</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. (Art: Paper play)</p> <p>Demonstrate strength, balance and coordination when playing. (PE: Ball Skills, Counter Balance)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (PE: Sending & Receiving, Reaction/Response)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (PE: Ball chasing, Floor Work)</p>
<p>Literacy</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. (RWI)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (RWI)</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (RWI)</p>	<p>Write recognisable letters, most of which are correctly formed. (RWI)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (RWI)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (Geography topic vocabulary)</p>	<p>Write simple phrases and sentences that can be read by others. (RWI)</p>
<p>Mathematics</p>	<p>Subitise (recognise quantities without counting) up to 5. (Mastering Number)</p>	<p>Have a deep understanding of number to 10, including the composition of each number. (Mastering Number)</p>	<p>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. (Mastering Number)</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. (Mastering Number)</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (Mastering Number)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (Mastering Number)</p>

<p>Understanding the World</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Geography)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Science: Everyday materials/ Seasonal changes)</p>	<p>Know some similarities and differences between things in the past and now. (History: Travelling to school in the past)</p>	<p>Know some similarities and differences between different religious and cultural communities in this country. (Geography: London, RE Special places)</p>	<p>Talk about the lives of people around them and their roles in society. (History: What difference can a person make?)</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (Science: Animals including humans)</p>	<p>Explain some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments. (Geography: Arctic/ Antarctic)</p>	<p>Understand the past through settings, characters and events encountered in books. (History: Fire of London)</p>
<p>Expressive Arts & Design</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (DT: stable structures)</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. (Nativity performance)</p>	<p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (Textiles: Puppets)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art: Paper play)</p>	<p>Share their creations, explaining the process they have used. (Cooking and nutrition: Smoothies)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art: Clay houses)</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. (History)</p>

Year B 2026/27

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus (Link to KS1)	What is it like where I live? Glastonbury	What toys did children play with in the past?	What is special about cities? Bristol	What difference can a person make? Isambard Kingdom Brunell Tim Berners-Lee	What is special about other countries? Australia/Kenya	What makes a good leader? Queen Elizabeth I and Queen Victoria
Communication & Language	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. (Talking/drawing/writing about where they live)	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. (Talking/drawing/writing about toys)	Make comments about what they have heard and ask questions to clarify their understanding. (History topic) 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. (History topic)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (History topic vocabulary)	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (Geography topic vocabulary)	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (History topic) Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Personal Social & Emotional development	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Form positive attachments to adults and friendships with peers. (PSHE: Me & my relationships)	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs. (PSHE: Valuing Difference)	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (PSHE: Keeping Safe)	Explain the reasons for rules, know right from wrong and try to behave accordingly. Work and play cooperatively and take turns with others. (PSHE: Rights & Respect)	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. (PSHE: Being my Best)	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSHE: Growing & Changing)

<p>Physical Development</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Demonstrate strength, balance and coordination when playing. (PE: Footwork, One Leg Balance)</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. (PE: Jumping and Landing)</p> <p>Begin to show accuracy and care when drawing. (Art & Design: Map it out)</p>	<p>Demonstrate strength, balance and coordination when playing. (PE: Dynamic Balance, Stance)</p>	<p>Use a range of small tools, including scissors, paintbrushes and cutlery. (Art: Painting & mixed media)</p> <p>Demonstrate strength, balance and coordination when playing. (PE: Ball Skills, Counter Balance)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (PE: Sending & Receiving, Reaction/Response)</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others. (PE: Ball chasing, Floor Work)</p>
<p>Literacy</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. (RWI)</p> <p>Read words consistent with their phonic knowledge by sound-blending. (RWI)</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (RWI)</p>	<p>Write recognisable letters, most of which are correctly formed. (RWI)</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. (RWI)</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. (Geography topic vocabulary)</p>	<p>Write simple phrases and sentences that can be read by others. (RWI)</p>
<p>Mathematics</p>	<p>Subitise (recognise quantities without counting) up to 5. (Mastering Number)</p>	<p>Have a deep understanding of number to 10, including the composition of each number. (Mastering Number)</p>	<p>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. (Mastering Number)</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system. (Mastering Number)</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. (Mastering Number)</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. (Mastering Number)</p>

<p>Understanding the World</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Geography) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Science: Everyday materials/ Seasonal changes)</p>	<p>Know some similarities and differences between things in the past and now. (History: What toys did children play with in the past)</p>	<p>Know some similarities and differences between different religious and cultural communities in this country. (Geography: Bristol, RE topic)</p>	<p>Talk about the lives of people around them and their roles in society. (History: What difference can a person make?) Explore the natural world around them, making observations and drawing pictures of animals and plants. (Science: Animals including humans)</p>	<p>Explain some similarities and differences between life in this country and life in other countries. Know some similarities and differences between the natural world around them and contrasting environments. (Geography: Australia/ Kenya)</p>	<p>Understand the past through settings, characters and events encountered in books. (History: What makes a good leader?)</p>
<p>Expressive Arts & Design</p>	<p>Sing a range of well-known nursery rhymes and songs. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (DT: structures)</p>	<p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher. (Nativity performance)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Mechanisms: Puppets)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art: Painting & mixed media)</p>	<p>Share their creations, explaining the process they have used. (Mechanisms)</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (Art: Painting & mixed media) Invent, adapt and recount narratives and stories with peers and their teacher. (History)</p>