An example of skills covered across the Reception year includes, but is not limited to:

| units Personal, Social | Once Upon a Time Autumn | Dangerous Dinosaurs | Tumble |
|------------------------|---|--|---|
| Personal, Social | Aufumn | | |
| Personal, Social | | Spring | Summer |
| | Families | Dealing with different situations- | What changes when we grow up? |
| | Adults who help | feelings | Working towards goals |
| | Responsibility | Developing Self-regulation | Praising/appreciating and showing |
| | Routines and self-regulation Religion and Philosophy | Life long ago Facing challenge and building | talents Team work |
| | Respect and diversity | resilience | Team Work |
| | Feelings of Others | resilience | |
| | Hygiene and Oral Health | Developing fine and gross motor | Physical changes |
| • | Routines at home and school | Balance and coordination | Keeping healthy |
| = | Rules | Using a range of tools accurately | What do you need to stay safe and |
| | Hygiene long ago | Negotiating shape and space | healthy |
| | Developing fine and gross motor | PE: gymnastics and hockey skills | Developing fine and gross motor |
| | PE: football skills, parachute | | PE: athletics and cricket skills |
| | games and fitness games | | |
| | Expectations | Respond to what they hear with | Show and tell |
| | Listening games | relevant comments, questions or | Investigating 'why' and 'how' |
| | Rhythm games | actions Expressing ideas and feelings | Learning detectives Develop narratives and explanations |
| | Singing Retelling a story | Expressing ideas and feelings Using past, present and future forms | by connecting ideas or events |
| | Turn taking | accurately when talking about events | by connecting facus of events |
| | Role play | that have happened or are to happen | |
| | Following instructions involving | in the future | |
| | several ideas or actions | | |
| Literacy | Verbally retell stories | Verbally retell stories | Story writing |
| | Sequencing | Storyboards | Paragraphs |
| | Labelling | Labelling | Recounts |
| | Name recognition | Sentences | Descriptive writing |
| | Mark making and early Writing | Recounts | Punctuation |
| | Labelling | Descriptive writing | |
| | Captions Retell stories | Punctuation Inventing stories | |
| | Number recognition | Inventing stories Numbers up to 20 | Addition and Subtraction |
| | Number formation | Weight | Weight |
| | Ordering numbers and bonds to | Doubles and halves | Measuring |
| | 10 | 3D shapes | Distances |
| • | 2D Shapes and properties | Addition using + | Money |
| | Compare size, quantity | Subtraction using - | Estimation |
| | Patterns- repeating patterns | Money and coin recognition | Number problems |
| | Positional Language | More than and less than | Money |
| | Numbers up to 20 | Patterns | Time |
| | More/less | Height | Doubles and halves |
| | Addition using + | Ordinal numbers | Positional language with direction |
| | Length Families | Ordering numbers Similarities and differences in relation | Planting |
| O | What makes us special | to places | Planting Observations of animals and plants |
| | Google maps | Weather and the changing seasons | and explain why some things occur, |
| | Weather and the changing | Maps | and talk about changes |
| | seasons | r | Shadows and Reflections |
| | Celebrations | | |
| Expressive arts | Sing songs, make music | Making toys | Insects |
| | Experiment with changing songs | Making vehicles | Making flowers |
| | or dances | Puppets- link to toys | Collage- mixed media |
| | Posters | Collage- mixed media | Safely use and explore a variety of |
| | Make decorations | Safely use and explore a variety of | materials, tools and techniques |
| | Cooking | materials, tools and techniques | Experiment with colour, design, |
| | Nativity | Experiment with colour, design, | texture, form and function |
| | · | texture, form and function | |