

**EYFS Curriculum Overview/ Long Term Plan**

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| **Term** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Theme** | Marvellous Me!New Home Clipart - ClipArt Best | Out of this World Celebrations!Fireworks cartoon pictures free vector download (15,779 Free vector ... | Amazing Animals!Zoo Clipart / Zoo African Animals - Download Free Vectors, Clipart ... | Our Wonderful World! | Ready, Steady, Grow!Image result for sewing and grewing cartoon | Castles, Knights and Dragons!Cartoon Castle Wallpapers - Top Free Cartoon Castle Backgrounds ... |
| **Class Authors** | Jill Murphy, Oliver Jeffers, David McKee, Julia Donaldson, Poetry by Michael Rosen and Dr Zeus, Anna Kemp |
| **Topic focus possibilities** | Starting schoolMy new classWhat am I good atBeing KindMy bodyMy FamilyOur local areaHomes around the world BuildingMaterialsWhere you live | SpacePlanetsLight and darkAutumnCelebrations- Diwali, Christmas | WinterHibernationComparing animal typesMy bodyFantasy creaturesAnimals around the worldAnimal pattersHabitatssenses | Customs around the world Contrasting environmentsClimatesPolar regionsPhysical featuresSigns of springUnderwater worldsTravel and transport | Healthy eatingGrowing life cyclesPlantsSummerRecyclingCaring for plants and animalsFarmingHealthy eating | The royal familyAdventureMythical creaturesHistorical buildingsTraditional talesSuper heroesSuper heroes in the community. Fantasy creaturesMaterials and recycling |
| **Possible ‘WOW’ moments/ Key events** | TransitionBirthdaysHarvestLocal houses walkAutumn walk in chestnut woods Dean heritage centre- houses of the past | Remembrance day- church visitHalloweenDiwaliWorld Space weekGuy Fawkes/ Bonfire nightNativityChristmasAutumn Walk and post letters to SantaHanukkah- 25.12-2.1 | Winter walk in chestnut woodsValentines dayPancake dayChinese new year | Food tasting- different culturesWorld book day 7.3.25Mother’s dayEasterSt Georges dayInternet safety dayEid 30.3.25Shop walk another culture snack?African drumming  | Caterpillar transformationFarm visitHealthy eating week term earlyTractors in schoolAfrican day 25.5.25Shop walk healthy snack?- better term before (check out shop)Spring walk in chestnut woodsCaterpillars Visit farmWagamama’s just transport costs | TransitionWorld environment daySports dayFather’s dayChurch visit.Summer walk in chestnut woods.PCSO VisitReception art gallery. Goodrich castle (closest) just transport cost |
| **Guided Reading Texts** | Peace at lastGiraffes can’t danceElmerThe three little pigsThe colour monster | Whatever nextThe GruffaloAda twist scientist MixedHansel and gretelThe monsters on the hill | Supermarket zooOi frogThe proudest blueThe princess and the peaSully the seahorseThe day the crayons quit | The snail and the whaleWe’re going on a bear hunt Ravi’s roarThe gingerbread manTia the turtleWhere the wild things are | Rosies walkFarmer duckThe bad seedThe little red henThe smallest girl in classSupertato | Theres a dragon in my bookRoom on the broomThe colour of usJack and the bean stalkAfter the fallDave |
| **Writing texts** | Goldilocks and the three bears Little rabbit Foo FooPopeyeNot now BernardThe three little pigsThe tiger who came to teaThe colour monster | We’re going on a bear huntHansel and gretelStuckChicken Licken1. Aliens wear underpants3.Willo the wisp- the thoughts of moon2.Whatever next | Dear zooThree Billy goats gruffRosies walkMr Benn- Zookeeper The odd egg | Lost and foundThe gingerbread manWhere the wild things areRoad runnerTiddler | Farmer duckLittle red henThe magic porridge potSuperwormThe adventure of the past- trapdoor breakfastHanda’s surprise The giant jam sandwich | Room on the broomJack and the beanstalkTheres a dragon in my bookRepunzel/ the white hen and the foxSir LillypadCaptin pugwash- monsters ahoy- names-pc?The kings pants/ theres no dragon in this story |
| **Other key texts** | -Can caravan-A squash and a squeeze-In every house on every street-Super pigs the origin -Super pigs-Goldilocks and the 3 bearsElmerThree little pigsPeace at last The way back home | -The marvellous moon map-Bob on the moon-Chickens can’t see in the dark-Space tortoise How to catch a starGoodnight gorillaAliens love underpantsWhat are stars | - Dear zooGiraffes cant danceOi FrogSupermarket zoo -Rumble in the jungle-The ugly 5-Oi dog-Sams super stinky socks-The selfish crocodile-Quiet-We all went on safari | Handa’s surpriseThe proudest blueThe snail and the whale -The magic bojabi tree-Tortoises dream-Why elephant has a trunk-The boy who siled the world-You are stardust-What a wonderful world-Martha maps it out | Rosies walkWildThe incredible book eating boyThe extra ordinary gardener -It started with a seed-The amazing cycle of plants-The tiny seed-Oliver’s vegetables-Mr Wolf’s pancakes | Humpty dumptyJack and the bean stalkThe kings pantsTheres a dragon in your book -Tell me a dragon-Zog-Worst princess-Zog and the flying doctors-Sir Lilypad-Dave-The king who banned the dark-The knight who said no |
| **Literacy- comprehension** | PS – Sit on carpet and listen well to stories, sometimes joining in with repeated refrains of well-known stories. Join in with familiar nursery rhymes by singing and doing actions.R-Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary | PS- Sit to listen to short stories, rehearse and develop rhyme repertoire, exposure to alternative word choices, practise with simple 2 part instructions, support using longer sentences through stem sentences, use talk to organise play Introduce Little Wandle Rhyme time and Story time. R-Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end- use previous drawing club stories Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Actions to retell the story. Story Maps. | R-Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Little Wandle. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.Introduce ‘my story books’ in writing area. | P S-Responding clearly to why questions, developing vocabulary modelled through repetition, singing a large repertoire of songs and rhymes, talk about familiar stories, and rehearse turn talking in conversation.R-Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Information leaflets about animals in the garden/plants and growing. World Book Day Activities. Timeline of how plants grow. | R-Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions. | PS- listen to longer stories remembering much of what happens. Children who are ready will join R for GR sessions. Using a wide range of vocabulary in discussions, independently use longer sentences to express a point of viewR-Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| **Literacy-word reading** | PS - Environmental Sounds Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.R-Linking sounds to letters. Reception- Phonic phase 2 graphemes***:* s a t p i n m d g o c k ck e u r h b f l.** Tricky words: **is I the.** Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge. | P S Introduce Little Wandle s a t p i n, hear initial sounds, blend CVC.R-Begin to read words by soundblending. Reception-Phonic phase 2 graphemes**: ff ll ss j v w x y z zz qu** **words with s /s/ added at the end (hats sits) ch sh th gn nk, words ending with s /z/ (his bags)**. Tricky words: **put pull full as and has his her go no into she push he of we me be.** Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. | P S: Little wandle m d g o c k e identify initial sounds and distinguish differentR-Introducing diagraphs. Reception Phonic Phase 3 graphemes: **ai ee igh oa oo *o oar* or ur ow oi ear air er words with double letters dd mm tt bb rr gg pp ff longer words**. Tricky words: **was you they my by all are sure pure** Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.Introduce precision teaching for tricky words and capital letters. | P S: Little Wandle u r h b f l j identify initial sounds and articulate sounds correctly, blend CVC.R-Begin to read simple sentences. Reception Phonic phase 3 graphemes review**: ai ee igh oa o oar or ur *oo* ow oi ear er air words with double letters, longer words, words with 2 of more digraphs, words ending in -ing, compound words, words with s in the middle /z/ s, words ending with -es at the end /z/.**Tricky word **review** inc. spelling Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. | PS: Little Wandle v w y z qu and ch. Identify initial sounds. Blend wider range of words.R-Read and understand simple sentences. Reception Phonics phase 4**: short vowels CVCC CCVC CCVCC CCCVC CCCVCC Longer words, compound words, root words ending in -ing, -ed/t/, -ed/id/ed/, -est.** Tricky words**: said so have like some come love do were here little says there when what one out today.** Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. | PS: ck x sh th ng nk. Identify the final sound. Blend wider range of wordsR-Reading and understanding sentences with fluency including some common exception words. Reception Phonic phase 4 graphemes: **long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC phase 4 words ending -s/s/ -s/z/ -es longer words, root words ending in -ing -ed/t/ -ed/id/ed/ -ed/d/** Tricky words: **review all**. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| **Literacy- writing** | PS - Finger gym/Dough Disco activities and exercises to strengthen finger muscles. Activities encouraging large muscle coordination, whole body, leg, arm and foot. Climbing, swinging, messy play and parachute games.R-Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. | PS- Developing small motor skills for a range of increasingly small, appropriate tools with increasing confidence. Provide opportunities for writing in a wide range of ways: • Different mediums on paper • Fingers in sand • Sticks in mudR-Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. | PS -Provide opportunities for writing in a wide range of ways: • Birthday cards • Shopping lists • Instructions Use a variety of materials to explore: • Pencils • Crayons • Chalks • Paint brushes • Water • feathers Highlight names on work and encourage children to write over to practice forming letters of nameR-Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation. | PS-Confidently writing during pretend play • post cards from around the world • packing list • travel tickets Highlight names on work and encourage children to write over to practice forming letters of name, some being able to form simple letters of their name independently.R-Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. | PS S - Use name cards to encourage children to write some or all of their name. Create life cycles, developing importance of order in our text. R-Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. | PS- Use name cards to encourage children to write some or all of their name. Some maybe independently. Writing some recognisable letters accurately during play. Encourage children to use the language ‘up, down, round and back etc.’ to help them when forming letters.R-Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying  |
| **Mathematics****Nursery for maths next. All about has been checked already** | P S - Baseline: counting. Sorting, basic shapes. Subitising up to 3. Counting in sequence (forwards and backwards, using actions and through songs and games) Counting objects, pointing out the last number Introducing basic shapes **Mathematical experiences:** Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition.Community snack time: Have one more, Take three, have 4 fruits in total, who has more, you can have the same as your friend.**Pattern and early number:** Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. Recognise numbers in the environment. A number every week ‘Number of the week’. | PS - counting objects, pointing out the last number. Number games and collecting a specific number of items. Finger numbers up to 5. Linking numerals and amounts throughout the setting. Sorting by size and capacity (vehicles and trucks etc..). Categorising by colour.**Numbers within 6:** Number bonds to 5. Count up to six objects. One more and one fewer. Order numbers 1 to 6. Conservation of numbers within six.**Addition and subtraction within 6:** Explore zero. Addition and subtraction to 6. **Measures:** Estimate, order compare, discuss and explore capacity, weight and lengths. Re measure selves' next termContinue community snack time**Shape and Sorting**: Describe, and sort 2-D & 3- D shapes. Describe position. **Calendar and Time:** Days of the Week. Seasons. Sequencing daily events.Children to complete calendar together- important dates, season, month, chronological school year displayHow many can you see fingers Introduce how many in the jar | P S - Explore numerals and number tracks. Introduce real world mathematical problems with numbers up to 5 during snack time, group time etc… Activities involving simple visual comparisons introducing more than and fewer than Exploring 2D and 3D shapes**Numbers within 10:** Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers. **Addition and subtraction within 10:** Explore addition as counting on and subtraction as taking away. **Numbers within 15:** Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more and one fewer.Extend maths meeting board concepts | P S - Prepositions in real life contexts. Using prepositions language to plan a ‘route’, e.g to the church. Take children to the church and recall the route that was taken. **Numbers within 20:** Count up to 10 objects. Represent, order and explore numbers to 20. One more and one fewer. Odd numbers and even numbers. **Grouping and Sharing:** Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing. **Doubling and halving:** Doubling. Halving. The relationship between them. | PS - Comparing lengths and weights (vegetables, natural materials etc…) Encourage children to talk about what we did throughout the day using ‘first, then, next’ language. Link numerals to amounts.**Addition and subtraction within 20:** Addition as counting on and subtraction as taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity. **Shape and Pattern:** Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns. **Money:** Coin recognition and values. Combinations to total 20p. Change from 10p. **Measures:** Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths. | PS - Exploring patterns. Introduce vocabulary to describe patterns. Copy a pattern. Create their own patterns using a variety of materials. Create musical patterns using clapping and stamping.**Have a deep understanding of number to 10, including the composition of each number**. **Begin to have a depth of numbers within 20:** Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. **Numbers beyond 20:** One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers. **Subitise up to 5. 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.** |
| **Communication and Language** | Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, community snack time in Autumn term, SCARF/PSHE sessions, story sessions, singing, speech and language interventions, worship and weekly interventions Introduce word of the week in Autum 2Weekend discussion time,  |
|  | P S -The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time. The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker. The children will learn what good sitting, listening and looking looks like in our setting. The children will begin to learn new vocabulary that is explored through a variety of texts. The children will be offered a language rich environment in which adults talk with the children throughout the day. R.Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me…?” Individual speech assessment. | P S - Little Wandle Story Time will be introduced. Children will explore new vocabulary which occurs frequently in books and other contexts. Children will be encouraged to talk about what is happening and give their own ideas. Children will be offered lots of interesting things to investigate, encouraging them to ask questions. The children will become familiar with and grow to love a variety of books, songs and rhymes. R.Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.Past Christmas- ours and before. | P S -The children will become familiar with and grow to love a variety of books, songs and rhymes. The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes and stories and songs: • Small world based play • Story sacks • Puppet shows • Hot seating • Role play/dressing up R.Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions… Sharing Christmas holiday news | P S -Children will hear correct pronunciations modelled to them by their teachers and staff members, e.g. ‘swimmed/swam’. The children will explore a variety of texts, exploring events and characters. The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes and stories and songs: • Small world based play • Story sacks • Puppet shows • Hot seating • Role play/dressing up R.Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who… Sharing weekend news. | PS -Children will engage in back-and-forth interaction with adults. Children will be encouraged to use ‘thinking time’ when responding. Children will begin to ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative. Children will learn to talk with a partner before sharing ideas during learning time. R.Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. | PS -Children will explore ‘I wonder’ questions to encourage and promote thinking and challenges. R. Able to talk about own abilities in positive way. 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. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses. |
| **Physical development** | **Cooperation and Moving Gross Motor:** Cooperation games i.e. parachute games. Climbing, hanging on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. | **Ball Skills and Wheeled Toys Gross Motor:** Ball skills- throwing and catching. Climbing, hanging. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. | **Ball Skills and Moving to Music Gross Motor:** Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance. | **Balance Gross Motor:** Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. | **Obstacles Gross Motor:** Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. | **Team games Gross Motor:** Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
|  | **Fine Motor:** Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Introduce capital letters after all letters have been taught in phonics sessions –  | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. | **Fine Motor:** Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. | **Fine Motor:** Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. | **Fine Motor:** Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. |
| **Personal, social and emotional development** | **Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait for what they want such as milk or fruit during community snack time in the Autumn term and control their immediate impulses when appropriate. 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. \* Controlling own feeling and behaviours. \* Able to concentrate on a task \* Applying personalised strategies to return to a state of calm. \* Able to ignore distractions. \* Thinking before acting. \* Able to curb impulsive behaviours. \* Behaving in ways that are socially acceptable. \* The ability to persist and persevere. | Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. |
|  | **Building Relationships:** Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games and spending time together as a group on a shared social activity play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.Carpet activities: feelings, relationships- Is it time to play? | Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs. |
| **SCARF** | Me and my relationships:1.All about me2.What makes me special3.Me and my special people4.Who can help me? 5.My feelings6.My feelings 2 | Valuing differences:1.I’m special, you’re special2.Same & different 3.Same & different families4.Same and different homes5.I am caring6.I am a friend | Keeping safe:1.What’s safe to go onto my body2.Keeping myself safe-whats safe to go into my body3.Safe indoors and outdoors4.Listening to my feelings5.Keeping safe online6.People who help to keep me safe. | Rights and respect:1.Looking after my special people2.Looking after my friends3.Being helpful at home and caring for our classroom.4.Caring for our world5.Looking after money-recognising, spending, using.6.Looking after money-saving money and keeping it safe. | Being my best:1.Bouncing back when things go wrong.2.Yes, I can!3.Healthy eating4.My healthy mind5. Move your body6.A good nights sleep | Growing and changing:1.Seasons2.Life stages-plants, animals, humans3.Life stages-human life stage-who will I be?4. Where do babies come from?5.Getting bigger6.Me and my body-girls and boys |
| **Understanding the world** | **Past and Present**: Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.**Peek into the past: See detailed overview** | **Past and Present:** Links to festivals: Bonfire night, Diwali, Xmas Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.  | **Past and Present:** Animals from the past | **Past and Present:** Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. | **Past and Present:** Role –play – garden centre.Farming- how did people farm in the past | **Past and Present:** Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Role-play – Knights and Princesses in the castle.**Adventures through time: See detailed overview** |
|  | **People, Culture and Communities**: Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.**Exploring maps: See detailed overview** | **People, Culture and Communities:** Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.**Outdoor adventures: See detailed overview** | **People, Culture and Communities:** Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother’s DayBee bot maps | **People, Culture and Communities**: Describing their local habitat and a contrasting country. What are the similarities and differences?**Around the world: See detailed overview** | **People, Culture and Communities:** Comparing farming in the UK and abroad  | **People, Culture and Communities:** Where are castles around us? |
|  | **The Natural World:** Seasons – Autumn – differences and changes over time – weather, animals and plants, watching changes in our pumpkin plantsSeeds saved to plant in spring termAnimals- humans, exploring senses and our body, growing, how do we look after ourselves, brushing our teeth | **The Natural World:** Continue season exploration. Exploring light and dark. How can we see in the dark? Chickens cant see in the dark. Exploring Space. How can we get to Space? Introduce the children to NASA, planets and astronauts, weather around us. Record weather, discuss weather.Continue teeth brushing | **The Natural World:** Seasons – Winter – differences and changes over time – weather, animals and plants. Animals- making sense of habitats. Which animals are nocturnal? make a wormery, observe spiders in their habitats.Mammals and Birds- what are they? | **The Natural World:** Seasons – Spring – differences and changes over time – weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment.Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | **The Natural World:** Care and concern for living things. Planting Sunflowers, pumpkins, beans and other flowers, What do plants need to grow?Animals-Observing minibeasts. Looking after caterpillars, Interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. | **The Natural World:** Seasons – Summer – differences and changes over time – weather, animals and plants. Some materials are good for building, some float, plastic is useful but can cause damageIntroduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. |
| **Expressive arts and design** | **Creating with Materials:** Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures, making house models. Mixing colours and exploring textures.**Marvelous marks &Junk modelling- see detailed overview** | **Creating with Materials:** Linking colours to festivals. Firework/ Diwali pictures. Rocket models. Christmas decorations, Christmas cards, Divas**Paint my world, let’s get crafty & soup- see detailed overview** | **Creating with Materials:** creating with clay, Winter pictures and scenes. Chinese New Year – lanterns**Creation station- see detailed overview** **Lets get crafty & Bookmarks- see detailed overview** | **Creating with Materials:** Spring pictures. Flower artwork.**Paint my world- see detailed overview** | **Creating with Materials:** Safely use and independently select and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | **Creating with Materials:** Summer pictures. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.**Boats- see detailed overview** |
|  | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play, little Wandle rhymes | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas) | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – **Everyone- see detailed overview** | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Easter songs. Role-play – home scene.  | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.**Our world- See detailed overview** | **Being Imaginative and Expressive:** Singing songs and learning some familiar songs –Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Small world and roleplay – Castles and Dragons.**Big bear funk-see detailed overview** |
| **Spiritual, Moral, Social and Cultural****DRIM** | Democracy. We all have the right to be listened to and have a vote- which fruit for snack, which story. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. | Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Diwali, Hanukkah, being kind and understanding that we are all different**Why is Christmas special?- See detailed overview** | Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.**Why is the word god so important?- See detailed overview** | Individual liberty. We all have the right to have our own views. We are all respected as individuals and have a voice. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.**Why is Easter special?- See detailed overview** | Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.**Which places are special?- See detailed overview** | British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| **Computing** | **Online Safety****Using a computer-** -exploring a computer and paint3.Mouse control4.Mouse control-clicking5..Mouse control-clicking and dragging | **Digital Painting**Algorithmic thinking- Use painting app on the IPADs/computers to create algorithm design for Diwali art, Christmas wrapping paper-eg 1 draw lines, straight think lines, thin lines, use 3 colours2. Draw circles, big circles, small circles, over lapping, use 4 colours. | **Digital Photography**Developing photo taking skills Developing photo taking skills- editingPhotos/IPADs | **Data handling- Introduction to data** **Using a computer-** -exploring a computer and paint3.Mouse control4.Mouse control-clicking5..Mouse control-clicking and dragging | Robots-**Programming BEE-BOTS** | Developing programming skills**Using a computer-** -exploring a computer and paint1.Keyboards2.Logging in and out3.Mouse control4.Mouse control-clicking5..Mouse control-clicking and dragging |
| **Assessment** | In-house baseline data National Reception Baseline Assessment (RBA) Observations, Parent/pupil meeting – settling in, My Plans, Little Wandle assessment | Observations, Little Wandle assessment data updated.On track assessment  | Observations, little Wandle assessment, parent meetings.My plans | GLD predictions Observations, Little Wandle assessment, data updated On track assessment | Observations, Little Wandle assessment  | Observations, data updated, Little Wandle assessment, End of Year Data submitted, End of year Report to parents. |

Aspiration, Resilience, Community

Loving One Another: Building Each Other Up