







EYFS Curriculum Overview/ Long Term Plan Year A



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me! 	Out of this World Celebrations! 	Amazing Animals! 	Our Wonderful World! 	Ready, Steady, Grow! 	Castles, Knights and Dragons! 
Termly Author	Jill Murphy	Oliver Jeffers	David McKee	Julia Donaldson	Poetry by Michael Rosen and Dr Seuss	Anna Kemp
Topic focus possibilities	Starting school My new class What am I good at Being Kind My body My Family Our local area Homes around the world Building Materials Where you live	Space Planets Light and dark Autumn Celebrations- Diwali, Christmas	Winter Hibernation Comparing animal types My body Fantasy creatures Animals around the world Animal patters Habitats senses	Customs around the world Contrasting environments Climates Polar regions Physical features Signs of spring Underwater worlds Travel and transport	Healthy eating Growing life cycles Plants Summer Recycling Caring for plants and animals Farming Healthy eating	The royal family Adventure Mythical creatures Historical buildings Traditional tales Super hero's Super heroes in the community. Fantasy creatures Materials and recycling
Possible 'WOW' moments/ Key events	Transition Birthdays Harvest (beginning Oct) Local houses walk Autumn walk in chestnut woods - houses Dean heritage centre of the past	Remembrance day- church visit Halloween Diwali 8/11/26 World Space week 4.10-10.10 Guy Fawkes/ Bonfire night Nativity Christmas Autumn Walk and post letters to Santa Hanukkah- 14/12-22/12	Winter walk in chestnut woods Valentine's day Pancake day 17.02.26 Chinese new year 17 feb-3 march Internet safety day 10.02.26	Food tasting- different cultures World book day 5.3.26 Mother's day Easter St Georges day Eid 20.3.25 Shop walk another culture snack? African drumming	Caterpillar transformation Farm visit Healthy eating week term early Tractors in school African day 25.5.26 Shop walk healthy snack?- better term before (check out shop) Spring walk in chestnut woods Caterpillars Visit farm Wagamama's just transport costs	Transition World environment day Sports day Father's day Church visit. Summer walk in chestnut woods. PCSO Visit Reception art gallery. Goodrich castle (closest) just transport cost

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Guided Reading Texts	Peace at last Giraffes can't dance Elmer The three little pigs The colour monster	Whatever next The Gruffalo Ada twist scientist Mixed Hansel and Gretel The monsters on the hill	Supermarket zoo Oi frog The proudest blue The princess and the pea Sully the seahorse The day the crayons quit	The snail and the whale We're going on a bear hunt Ravi's roar The gingerbread man Tia the turtle Where the wild things are	Rosie's walk Farmer duck The bad seed The little red hen The smallest girl in class Supertato	There's a dragon in my book Room on the broom The colour of us Jack and the bean stalk After the fall Dave
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Writing texts	Goldilocks and the three bears Little rabbit Foo Foo Popeye Not now Bernard The three little pigs The tiger who came to tea The colour monster	We're going on a bear hunt Hansel and Gretel Stuck Chicken Licken 1. Aliens wear underpants 3. Willo the wisp- the thoughts of moon 2. Whatever next	3) Dear zoo 1) Three Billy goats gruff 2) Rosie's walk 4) Mr Benn- Zookeeper 5) The odd egg 6) Handas surprise	Lost and found The gingerbread man Where the wild things are Road runner Tiddler	Farmer duck Little red hen The magic porridge pot Super worm The adventure of the past- trapdoor breakfast Handa's surprise The giant jam sandwich	Room on the broom Jack and the beanstalk There's a dragon in my book Repunzel/ the white hen and the fox Sir Lillypad Captain Pugwash- monsters ahoy- names-pc? The kings pants/ there's no dragon in this story
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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 bears Elmer Three little pigs Peace 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 star Goodnight gorilla Aliens love underpants What are stars	- Dear zoo Giraffes can't dance Oi Frog Supermarket zoo -Rumble in the jungle -The ugly 5 -Oi dog -Sam's super stinky socks -The selfish crocodile -Quiet -We all went on safari	Handa's surprise The proudest blue The snail and the whale -The magic bojabi tree -Tortoises dream -Why elephant has a trunk -The boy who sailed the world -You are stardust -What a wonderful world -Martha maps it out	Rosie's walk Wild The incredible book eating boy The extra ordinary gardener -It started with a seed -The amazing cycle of plants -The tiny seed -Oliver's vegetables -Mr Wolf's pancakes	Humpty dumpty Jack and the bean stalk The kings pants There's 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
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<p>Literacy-comprehension</p>	<p>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.</p> <p>R-Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme.</p> <p>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</p>	<p>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</p> <p>Introduce Little Wandle Rhyme time and Story time.</p> <p>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.</p> <p>Keep up S,L</p>	<p>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 RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>PS-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.</p> <p>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.</p>	<p>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.</p>	<p>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 view</p> <p>R-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 nonfiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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<p>Literacy-word reading</p>	<p>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.</p> <p>R-Linking sounds to letters. Reception- Phonic phase 2 graphemes: s a t p i n m d g o c k c k 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>	<p>PS Introduce Little Wandle s a t p i n, hear initial sounds, blend CVC.</p> <p>R-Begin to read words by soundblending. ReceptionPhonic 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> <p>KEEP UP S,L phonemes</p> <p>All-tricky words Blending S,L,G,M,I</p>	<p>PS: Little wandle m d g o c k e identify initial sounds and distinguish different sounds, blend CVC.</p> <p>R-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'.</p>	<p>PS: Little Wandle u r h b f l j identify initial sounds and articulate sounds correctly, blend CVC.</p> <p>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, nonfiction books. Listen to children read some longer words made up of lettersound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>PS: Little Wandle v w y z qu and ch. Identify initial sounds. Blend wider range of words.</p> <p>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.</p>	<p>PS: Little Wandle ck x sh th ng nk. Identify the final sound. Blend wider range of words</p> <p>R-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.</p>
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<p>Literacy- writing</p>	<p>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.</p> <p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> • Different mediums on paper • Fingers in sand • Sticks in mud <p>R-Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p> <p>Keep up- L, G, S, A</p>	<p>PS -Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> • Birthday cards • Shopping lists • Instructions <p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> • Pencils • Crayons • Chalks • Paint brushes • Water • feathers <p>Highlight names on work and encourage children to write over to practice forming letters of name</p> <p>R-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.</p>	<p>PS-Confidently writing during pretend play</p> <ul style="list-style-type: none"> • post cards from around the world • packing list • travel tickets <p>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.</p> <p>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.</p>	<p>PS - Use name cards to encourage children to write some or all of their name.</p> <p>Create life cycles, developing importance of order in our text.</p> <p>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 lowercase and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>N- 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.</p> <p>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</p>
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<p>Mathematics</p>	<p>PS - Baseline: counting. Sorting, basic shapes.</p> <p>Subitising up to 3.</p> <p>Counting in sequence (forwards and backwards, using actions and through songs and games)</p> <p>Counting objects, pointing out the last number</p> <p>Introducing basic shapes</p> <p>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.</p> <p>Community snack time: Have one more, Take three, have 4 fruits in total, who has more, you can have the same as your friend.</p> <p>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'.</p>	<p>PS - counting objects, pointing out the last number.</p> <p>Number games and collecting a specific number of items.</p> <p>Finger numbers up to 5. Linking numerals and amounts throughout the setting.</p> <p>Sorting by size and capacity (vehicles and trucks etc..).</p> <p>Categorising by colour.</p> <p>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.</p> <p>Addition and subtraction within 6: Explore zero. Addition and subtraction to 6.</p> <p>Measures: Estimate, order compare, discuss and explore capacity, weight and lengths.</p> <p>Shape and Sorting: Describe, and sort 2-D & 3- D shapes. Describe position.</p> <p>Calendar and Time: Days of the Week. Seasons. Sequencing daily events.</p> <p>Children to complete calendar together- important dates, season, month, chronological school year display</p>	<p>PS - Explore numerals and number tracks.</p> <p>Introduce real world mathematical problems with numbers up to 5 during snack time, group time etc...</p> <p>Activities involving simple visual comparisons introducing more than and fewer than</p> <p>Exploring 2D and 3D shapes</p> <p>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.</p> <p>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.</p>	<p>PS - Prepositions in real life contexts.</p> <p>Using prepositions language to plan a 'route', e.g to the church.</p> <p>Take children to the church and recall the route that was taken.</p> <p>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.</p> <p>Doubling and halving: Doubling. Halving. The relationship between them.</p>	<p>PS - Comparing lengths and weights (vegetables, natural materials etc...)</p> <p>Encourage children to talk about what we did throughout the day using 'first, then, next' language.</p> <p>Link numerals to amounts.</p> <p>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.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.</p> <p>Money: Coin recognition and values. Combinations to total 20p. Change from 10p.</p> <p>Measures: Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths.</p>	<p>PS - Exploring patterns. Introduce vocabulary to describe patterns.</p> <p>Copy a pattern.</p> <p>Create their own patterns using a variety of materials.</p> <p>Create musical patterns using clapping and stamping.</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>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.</p> <p>Numbers beyond 20: One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers.</p> <p>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.</p>
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<p>Communication and Language</p>	<p>PS -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.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn what good sitting, listening and looking looks like in our setting.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with the children throughout the day.</p> <p>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>	<p>PS - Little Wandle Story Time will be introduced.</p> <p>Children will explore new vocabulary which occurs frequently in books and other contexts.</p> <p>Children will be encouraged to talk about what is happening and give their own ideas.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will become familiar with and grow to love a variety of books, songs and rhymes.</p> <p>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.</p> <p>Introduce word of the week</p> <p>Past Christmas- ours and before.</p>	<p>PS -The children will become familiar with and grow to love a variety of books, songs and rhymes.</p> <p>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:</p> <ul style="list-style-type: none"> • Small world based play • Story sacks • Puppet shows • Hot seating • Role play/dressing up <p>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>	<p>PS -Children will hear correct pronunciations modelled to them by their teachers and staff members, e.g. ‘swimmed/swam’.</p> <p>The children will explore a variety of texts, exploring events and characters.</p> <p>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:</p> <ul style="list-style-type: none"> • Small world based play • Story sacks • Puppet shows • Hot seating • Role play/dressing up <p>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.</p>	<p>PS -Children will engage in back-and-forth interaction with adults.</p> <p>Children will be encouraged to use ‘thinking time’ when responding.</p> <p>Children will begin to ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.</p> <p>Children will learn to talk with a partner before sharing ideas during learning time.</p> <p>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.</p>	<p>PS -Children will explore ‘I wonder’ questions to encourage and promote thinking and challenges.</p> <p>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.</p>
	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, community snack time, SCARF/PSHE sessions, story sessions, singing, speech and language interventions, worship and weekly interventions</p>					

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<p>Physical development</p>	<p>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.</p>	<p>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. Completed in wrong order initially. Both terms a mix</p>	<p>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.</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>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.</p>	<p>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.</p>
	<p>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.</p>	<p>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 session</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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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 me 2.What makes me special 3.Me and my special people 4. Who can help me? 5.My feelings 6.My feelings 2 PSHE activities planned by MRS Webb on same topic	Valuing differences: 1.I'm special, you're special 2.Same & different 3.Same & different families 4.Same and different homes 5.I am caring 6.I am a friend Mrs Webb activities postponed due to other commitments	Keeping safe: 1.What's safe to go onto my body 2. Keeping myself safe. what's safe to go into my body 3.Safe indoors and outdoors 4.Listening to my feelings 5. Keeping safe online 6.People who help to keep me safe.	Rights and respect: 1.Looking after my special people 2. Looking after my friends 3.Being helpful at home and caring for our classroom. 4.Caring for our world 5.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 eating 4.My healthy mind 5. Move your body 6.A good night's sleep	Growing and changing: 1.Seasons 2.Life stages-plants, animals, humans 3. Life stages-human life stage-who will I be? 4. Where do babies come from? 5.Getting bigger 6.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	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.	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

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	<p>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.</p> <p>Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.</p> <p>Peek into the past: See detailed overview</p>			<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		
	<p>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.</p> <p>Exploring maps: See detailed overview</p>	<p>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.</p> <p>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.</p> <p>Outdoor adventures: See detailed overview</p>	<p>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 Day</p>	<p>People, Culture and Communities: Describing their local habitat and a contrasting country. What are the similarities and differences?</p> <p>Around the world: See detailed overview</p>	<p>People, Culture and Communities: Comparing farming in the UK and abroad</p>	<p>People, Culture and Communities: Where are castles around us?</p>

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Natural world	The Natural World: Seasons – Autumn – differences and changes over time – weather, animals and plants, watching changes in our pumpkin plants Seeds saved to plant in spring term	The Natural World: Continue season Exploration. Exploring light and dark. How can we see in the dark? Chickens can't see in the dark. Exploring Space. How can we get to Space? Introduce the children to NASA, planets	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	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	The Natural World: Care and concern for living things. Planting Sunflowers, pumpkins, beans and other flowers, What do plants need to grow?	The Natural World: Seasons – Summer – differences and changes over time – weather, animals and plants. Some materials are good for building, some float,
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	Animals- humans, exploring senses and our body, growing, how do we look after ourselves, brushing our teeth	and astronauts, weather around us. Record weather, discuss weather. Continue teeth brushing	wormery, observe spiders in their habitats	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. Tadpoles	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.	plastic is useful but can cause damage Introduce 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.
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<p>Expressive arts and design</p>	<p>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.</p> <p>Marvellous marks & Junk modelling- see detailed overview</p>	<p>Creating with Materials: Linking colours to festivals. Firework/ Diwali pictures. Rocket models. Christmas decorations, Christmas cards, Divas</p> <p>Paint my world, let's get crafty & soup- see detailed overview</p>	<p>Creating with Materials: creating with clay, Winter pictures and scenes. Chinese New Year – lanterns</p> <p>Creation station- see detailed overview</p> <p>Let's get crafty & Bookmarks- see detailed overview</p>	<p>Creating with Materials: Spring pictures. Flower artwork.</p> <p>Paint my world- see detailed overview</p>	<p>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.</p>	<p>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.</p> <p>Boats- see detailed overview</p>
	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Role-play – home corner. Small world play, little Wandle rhymes</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – home corner (enhanced with Christmas)</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs –</p> <p>Everyone- see detailed overview</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Easter songs. Role-play – home scene.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs – Spring songs. Role-play – farm shop/garden centre. Small world play – farmyards.</p> <p>Our world- See detailed overview</p>	<p>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</p>
						<p>appropriate – try to move in time with music. Small world and role-play – Castles and Dragons. Big bear funk-see detailed overview</p>

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<p>Spiritual, Moral, Social and Cultural</p> <p>DRIM</p>	<p>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.</p>	<p>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</p> <p>Why is Christmas special?- See detailed overview</p>	<p>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.</p> <p>Why is the word god so important?- See detailed overview</p>	<p>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.</p> <p>Why is Easter special?- See detailed overview</p>	<p>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.</p> <p>Which places are special?- See detailed overview</p>	<p>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.</p>
<p>Computing</p>	<p>Exploring hardware- torches, iPad apps</p> <p>Using a computer- Kapow exploring a computer and paint</p> <ol style="list-style-type: none"> 1.Keyboards 2.Logging in and out 3.Mouse control 4.Mouse control-clicking 5..Mouse control-clicking and dragging 	<p>Algorithmic thinking- Use painting app to create algorithm design for Diwali art, Christmas wrapping paper-e.g. 1 draw lines, straight think lines, thin lines, use 3 colours</p> <p>2. Draw circles, big circles, small circles, over lapping, use 4 colours.</p>	<p>Robots-Programming BEE-BOTS- Kapow</p>	<p>Exploring hardware- Kapow- Developing photo APP skills</p>	<p>Data handling- Introduction to data- Kapow</p>	<p>Developing programming skills</p>
<p>Assessment</p>	<p>In-house baseline data National Reception Baseline Assessment (RBA) Observations, Parent/pupil meeting – settling in, My Plans, Little Wandle assessment</p>	<p>Observations, Little Wandle assessment data updated.</p>	<p>Observations, little Wandle assessment, parent meetings</p>	<p>GLD predictions Observations, Little Wandle assessment, data updated</p>	<p>Observations, Little Wandle assessment</p>	<p>Observations, data updated, Little Wandle assessment, End of Year Data submitted, End of year Report to parents.</p>

Aspiration, Resilience, Community

Loving One Another: Building Each Other Up