

Reception Overview 2021-22	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Overarching Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	Once Upon a Time	Nature Detectives	All Aboard!	We ALL Matter	Paws, Claws and Things that ROAR!	Super You, Super Me!
<p>MAIN HIGH QUALITY TEXT & ADDITIONAL FAVOURITES</p> <p>Please also refer to the 'Read Aloud Spine for coverage of texts and poems during story times.</p>	<p>The Gingerbread Man Mara Alperin The Colour Monster The Rainbow Fish Goldilocks & the Three Bears Hansel & Gretel The Ugly Duckling Christopher Pumpkin Room on the Broom</p>	<p>I'm Going To Eat This Ant. Chris Naylor Balleteros Minibeasts Non Fiction Aghh Spider Snail Trail/ Swirl by Swirl Superworm The Jolly Postman Christmas story/Nativity Twas the Night Before Christmas</p>	<p>Naughty Bus Jan & Jerry Oke Lost & Found Mrs Armitage on Wheels Mr Gumpy's Motor Car All Aboard for the Bobo Road Whatever Next The Way Back Home Beegu</p>	<p>The Journey Home Emma Levey Hattie Peck Jack and the Beanstalk All Are Welcome The Very Hungry Caterpillar Lifecycles NF World Atlases Tree: Seasons Come and Seasons Go</p>	<p>Silly Doggy! Adam Stower The Tiger Who Came to Tea We're Going on a Bear Hunt The Gruffalo Bumble Bear</p>	<p>Supertato Sue Hendra Super Duper You People who help us Non Fiction What makes me a me? A Superhero like you The skin you live in Ready Steady Mo</p>
<p>Memorable Moments & Enrichment Focuses</p>	<p>Secret visitor & gingerbread making Autumn Trail Remembrance Day Harvest Time Birthdays Favourite Songs Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents.</p>	<p>We're going on a minibeast hunt Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Black History Month Remembrance day Road Safety Stories and songs by the Fireside Children in Need Anti- Bullying Week</p>	<p>Naughty Bus strikes again! Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day</p>	<p>Live caterpillar life cycle & Jack & the Beanstalk visit Planting seeds in the outdoors Easter time Weather experiments Weather Forecast videos Mother's Day Queen's Birthday Eater Egg Hunt</p>	<p>Zoo Trip Fossil hunting Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Celebratory festival of Eid</p>	<p>Fire engine and Police visit Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Sports Day & family picnic People who help us visitors</p>
<p>The Longford Code</p> <p>These mirror the principles and values of our school. We will 'dip in and out of each area' as and when we need to each term.</p>	<p>Rule of law - Commitment 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>Tolerance of different cultures and religions –Ambition 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.</p>	<p>Individual liberty—Enjoyment We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Mutual respect - Encouraging 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>Democracy—Passion We all have the right to be listened to. 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>Recap all 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>Assessment Opportunities</p>	<p>Analyse Nursery Assessments Starting Point baseline on 'new starters' Complete RBA by end of half term EYFS team meeting 6 weekly phonics assessment Phonic Intervention groups to begin</p>	<p>On going informal assessments Baseline analysis Pupil Spotlights Round 1 EYFS team meeting In house moderation Autumn Summative data onto DC Pro Language Screen Pupils for NELI 6 weekly phonics assessment Pupil progress meetings with SLT</p>	<p>Analysis of Autumn data GLD Projections for EOY Ongoing informal assessments Continue Spotlights Round 1 Trust moderation EYFS team meeting Review Spotlights Round 1 NELI Programme begins 6 weekly phonics assessment</p>	<p>EYFS team meetings Review Spotlights Round 1 Pupil progress meetings with SLT Spring summative data onto DC Pro In house moderation with Year 1 incl. data share. Begin Spotlights Round 2 NELI programme 6 weekly phonics assessment</p>	<p>Analysis of Spring Data Continue Spotlights Round 2 Trust moderation EYFS team meetings Review Spotlights Round 2 NELI Programme 6 weekly phonics assessment</p>	<p>Review Spotlights Round 2 NELI programme Language Screen assessments Pupil progress meetings with SLT EYFS team meetings 6 weekly phonics assessment Complete EYFS Profile Summer summative data onto DC Pro End of year reports to parents Pupil EYFSP discussion with Y1. Reflection of Summer data outcomes in preparation for 2022 SDP</p>
<p>Parental Involvement</p>	<p>Staggered starts Starting Point baseline discussion with new starter children Phonics workshop Home learning expectations</p>	<p>Spotlight monthly meetings Round 1 EYFS Nativity production Read a book at bedtime Maths workshop with EY & Y1</p>	<p>Spotlight monthly meetings Round 1 Parent book share Stay and read morning</p>	<p>Spotlight monthly meetings Round 2 Parent books share Class Assembly</p>	<p>Spotlight meetings Round 2 Parent book share Stay and Play - challenge/skill week</p>	<p>Spotlight monthly meetings Round 2 Parent book share Informal parents evening Sports Day picnic Graduation assembly</p>

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	Once Upon a Time	Nature Detectives	All Aboard!	We ALL Matter	Paws, Claws and Things that ROAR!	Super You, Super Me!
	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Communication and Language</p> <p><i>C&L is developed throughout the year through high quality individual or group interactions, daily group discussions, circle times, PSHE, stories, singing, speech and language interventions (NELI) , Pie Corbett T4W actions, EYFS productions & assemblies.</i></p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What do you enjoy? Likes, dislikes, interests All about me Rhyming and alliteration Familiar Print Colour Monster emotion focused discussion Model talk routines through the day. For example, arriving in school: “Good morning, how are you?” School based topical vocabulary Introduce Discussion Guidelines Listen and respond to stories and discussion</p>	<p>Settling in activities Develop focused vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories and discussion Follow instructions Take an active part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Utilise books that will develop vocabulary Continue to develop Discussion Guidelines</p>	<p>Use observations to talk about an object: who? What? Where? When? Why? Continue to develop Discussion Guidelines Listen and respond to stories and discussion Discuss characters within stories. Recreate characters during role play Continue to develop topical vocabulary Introduce and develop paired talk.</p>	<p>Describe real and imagined events in detail – time connectives Continue to support the discovery of passions Understand how to listen carefully and why listening is important. Use observations to talk about an object: who? What? Where? When? Why? Sustained focus when listening to a story Continue to develop Discussion Guidelines Answer questions to justify, extend or show understanding Continue to develop topical vocabulary Develop paired talk</p>	<p>Continue to develop Discussion Guidelines Listen and respond to stories and discussion Use adjectives to describe Ask questions to clarify and deepen understanding Engage in non-fiction Retell familiar stories with appropriate prosody. Continue to develop topical vocabulary Utilise paired and triads to discuss knowledge and understanding.</p>	<p>Continue to develop Discussion Guidelines Listen and respond to stories and discussion Think of questions to ask visitors Continue to develop topical vocabulary Utilise paired and triads to discuss knowledge and understanding. Articulate ideas—real and those imagined—effectively with appropriate vocabulary</p>
<p>Personal, Social & Emotional Development</p> <p>Managing Self, Self Regulation & Building Relationships</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p>Jigsaw Theme - Being Me Understand and follow class routines, expectations and the school reward system Develop positive relationships with adults in the classroom. Develop a friendship group and demonstrate confidence in initiating activities in play Recognise how I feel and listen to the feelings of others. See themselves as a valuable individual</p>	<p>Jigsaw Theme - Celebrating Difference Continue to broaden understanding of emotions Explore how to deal with anger—looking at calming strategies. Continue to build self - confidence Build constructive and respectful relationships with ‘wider’ peers and adults. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Jigsaw Theme - Dreams & Goals Show resilience and determination when facing new challenges. Recognise the importance of taking risks. Continue to build the children’s perceptions of themselves - seeing themselves as a valuable individual. Introduce ‘Plan, Do, Review’ when working within the continuous provision.</p>	<p>Jigsaw Theme -Healthy Me Recognise the need to look after ourselves and how we do that. Explore and appreciate the feelings and opinions of others. Recognise that differences make us ‘special’ Model positive behaviour, highlighting exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Continue to strengthen the skill of ‘plan, do, review’</p>	<p>Jigsaw Theme - Relationships What makes a good friend? Random acts of Kindness Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Take ownership of completing set challenges in the continuous provision.</p>	<p>Jigsaw Theme - Changing Me Taking part in sports day - winning and losing Changing me - Look how far I've come! Strengthen relationships with peers and adults linked to transition in KS1. Revisit how can we look after ourselves and explore how we can look after others and the planet? Continue to take ownership of completing set challenges in the continuous provision.</p>
	<p>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</p>					

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<p>Physical Development</p> <p>Fine Motor</p> <p><i>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</i></p> <p>&</p> <p>Gross Motor</p>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sen-sory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for de-veloping healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .						
	Malleable and Messy play to support pivots, grip and core strength. Use music and dance to support movement mark making. Develop expectations for lunchtime through hand hygiene and cutlery manipulation.	Malleable and Messy play to support pivots, grip and core strength. Utilise Dough Disco/Squiggle 2.0 to support FMC Continue to develop expectations for lunchtime through hand hygiene and cutlery manipulation.	Malleable and Messy play to support pivots, grip and core strength. Introduce daily Squiggle me into a writer to practice letter formation. Focused Time to Draw & observational drawing Manipulate knives, forks and spoons.	Malleable and Messy play to support pivots, grip and core strength. Daily Squiggle me into a writer to practice letter formation. Focused Time to Draw & observational drawing Manipulate knives, forks and spoons.	Malleable and Messy play to support pivots, grip and core strength. Daily Squiggle me into a writer to practice letter formation. Focused Time to Draw & observational drawing Effectively use cutlery to support eating and cooking skills.	Malleable and Messy play to support pivots, grip and core strength. Daily Squiggle me into a writer to practice letter formation. Focused Time to Draw & observational drawing Effectively use cutlery to support eating and cooking skills.	Malleable and Messy play to support pivots, grip and core strength. Daily Squiggle me into a writer to practice letter formation. Focused Time to Draw & observational drawing Effectively use cutlery to support eating and cooking skills.
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Loose parts play- climbing. 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 without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle	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	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance

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<p>Literacy</p> <p>Word Reading, Comprehension & Writing</p> <p><i>We use the programmes Pathways to Write & the SSP Little Wandle Letters & Sounds Revised to teach Literacy which will be reinforced through challenge & enhancements in the Continuous Provision</i></p>	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Phase 2 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Hear the initial sounds in words</p> <p>Make predictions</p> <p>Continue a rhyming string</p> <p>Write a recipe list</p> <p>Give meanings to marks to retell a simple story.</p>	<p>Phase 2 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Hear & say initial sounds in words</p> <p>Segment sounds in simple words</p> <p>Begin to read simple sentences & irregular words</p> <p>Give meanings to marks made.</p> <p>Create a story pathway</p> <p>Write labels & captions</p> <p>Write CVC words</p>	<p>Phase 3 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Make predictions</p> <p>Make postcards</p> <p>Continue a rhyming string</p> <p>Begin to break the flow of speech into words.</p> <p>Use some clearly identifiable letters to communicate meaning.</p> <p>Attempt to write short sentences</p> <p>Use phonic knowledge when writing</p> <p>Write a recount of events</p>	<p>Phase 3 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Write short sentences in meaningful contexts.</p> <p>Make passports for animals learnt linked to the story.</p> <p>Use phonic knowledge when writing words & sentences</p> <p>Retell the story of Hattie from The Journey Home</p>	<p>Phase 4 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Discuss what has been read with others.</p> <p>Write labels & captions as well as simple sentences in meaningful contexts.</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Write words with digraphs, trigraphs & adjacent consonants.</p> <p>Create a Wanted and Found Poster</p> <p>Retell the story of Silly Doggy!</p>	<p>Phase 4 phonics</p> <p>Small group reading x 3 week focusing on decoding, prosody & comprehension</p> <p>Discuss what has been read with others.</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Show an awareness of capital letters and full stops when writing a simple sentence.</p> <p>Write words with digraphs, trigraphs & adjacent consonants.</p> <p>Create a Wanted poster as a character description</p>
<p>Mathematics</p> <p>Number & Numerical Patterns</p> <p><i>We follow the programme White Rose Maths to teach mathematics. These skills will be revisited and supported through challenge & enhancements within the Continuous Provision</i></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Matching and Sorting</p> <p>Comparing Amounts</p> <p>Compare size, mass & capacity</p> <p>Explore pattern</p>	<p>Represent, compare and compose the numbers 1,2 & 3</p> <p>Circles & triangles</p> <p>Positional language</p> <p>Numbers to 5 incl. one more & less</p> <p>4 sided shapes & Time</p>	<p>Introducing 0</p> <p>Comparing and composing numbers 4 & 5</p> <p>Compare mass & capacity</p> <p>Numbers 6,7,& 8</p> <p>Making pairs & Combining groups</p> <p>Length, Height & Time</p>	<p>Introducing 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3-D shapes & Pattern</p> <p>Consolidation</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning—Match, rotate & manipulate</p> <p>Adding more & Taking away</p> <p>Spatial reasoning—compose & decompose</p>	<p>Doubling</p> <p>Sharing & grouping</p> <p>Even & Odd</p> <p>Spatial Reasoning—visualise & build</p> <p>Patterns & relationships</p> <p>Spatial reasoning—mapping</p>

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<p>Understanding the World</p> <p>Past & Present, People, Culture & Communities & The Natural World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
	<p>* Share different cultures versions of famous fairy tales. *Can children make comments on the weather, culture, clothing, housing. *Change in living things – Changes in the leaves, weather, seasons, * Explore the world around us and see how it changes as we enter Autumn *Provide opportunities for children to note and record the weather. *Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. *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. *Look for children incorporating their understanding of the seasons and weather in their play <i>*Effectively use the iPad to navigate and record findings using the camera and video function.</i></p>	<p>* After close observation, draw pictures of the natural world, including animals and plants * Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. * Build a bug hotel *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. 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. <i>*Explore the use of Paint on the interactive whiteboard and computer to create colour patterns linked to festivals.</i></p>	<p>* Long ago – Toys then and now *Use Handa’s Surprise to explore a different country. o Discuss how they got to school and what mode of transport they used. *Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. *Encourage the children to make simple comparisons. <i>* Use bee-bots on simple maps.</i> *Encourage the children to use navigational language. *Children talk about their homes and what there is to do near their homes? *Look out for children drawing/ painting or constructing their homes. * Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. * Environments – Features of local environment Maps of local area * Comparing places on Google Earth – how are they similar/ different? * Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. *Differentiate between land and water.</p>	<p>* Identify their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. * Talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. 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. *Revisit change in living things – changes in the leaves, weather, seasons, * Explore the world around us and see how it changes as we enter Autumn *Explore lifecycles—butterflies and bean plants. <i>*Use the Chatterpix app to role play characters from known stories and talk about thier own families.</i></p>	<p>*What can we do here to take care of animals in the jungle? *Compare animals from a jungle to those on a farm. *Explore a range of jungle animals. Learn their names and label their body parts. Include a trip to the zoo. *Nocturnal Animals Making sense of different environments and habitats *Use images, video clips, shared texts and other resources to bring the wider world into the classroom. *Listen to what children say about what they see * Understand where dinosaurs are now and begin to understand that they were alive a very long time ago. *Learn about what a paleontologist is and how they explore really old artefacts. * Introduce Mary Anning as the first female to find a fossil. o *Materials: Floating / Sinking – boat building Metallic / non-metallic objects. <i>*Use QR codes to access information about animals of interest and linked to theme.</i></p>	<p>* Introduce children to different occupations and how they use transport to help them in their jobs. * 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. *Consider and reflect on how we can be a real life superhero in our community. <i>*Type superhero secret messages using the keyboard.</i></p>

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Expressive Arts & Design Creating with Materials & Being Imaginative & Expressive	The development of children’s artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	<ul style="list-style-type: none"> *Create self portraits *Join in with songs; begin to mix colours, join in with role play games and use resources available for props; build models using construction equipment *Julia Donaldson songs - Exploring sounds and how they can be changed, tapping out of simple rhythms. *Bake and decorate own gingerbread men. *Develop own role play linked to stories read and their own imagination *Transient art linked to the gingerbread men and themselves *Create own potions and spells (potion station for Halloween) 	<ul style="list-style-type: none"> *Devise own ‘minibeast dances’ to share and teach others *Create own recipes for the Anteater (main text) * Observational drawings of nature found in the immediate environment *Create firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems *Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. *Role Play celebrations and the Christmas Nativity 	<ul style="list-style-type: none"> *Design and make vehicles. Design and make objects they may need in on land, sea or in space, thinking about form and function *Take part in role play involving travel and transport themes. *Sing transport songs & rhymes *Make Chinese lanterns, Chinese writing, puppet making, Chinese music and composition *Explore Shadow Puppets, teaching children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. 	<ul style="list-style-type: none"> *Create and decorate own animal eggs from clay *Explore and sing bedtime lullabies *Explore the technique of printing. *Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using E.g. creating animal masks. 	<ul style="list-style-type: none"> * Salt Dough fossils * Sing songs linked to animals and create movements to match. *Rousseau’s Tiger / animal prints / Designing homes for hibernating animals. * Bake food for the character’s from The Gruffalo *Sing call-and-response songs, so that children can echo phrases of songs you sing *Develop own storylines in play that are influenced by the children’s interests and stories such as: *Going on a bear hunt, building dens to watch animals. *Explore and engage in music creating animal dances in groups or as a solo. 	<ul style="list-style-type: none"> *Create vegetable heroes using various media. *Make own superhero masks and shields *Explore patterns when painting using kitchen utensils. *Create traps to capture Evil Pea. *Role play own narratives inspired by Supertato and other known heroes from their experience. *Revisit and create self-portraits

Early Learning Goals – for the end of the year - Holistic / best fit Judgement!

Communication and Language	Personal, Social, Emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and Design
<p><u>ELG: Listening, Attention and Understanding</u></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><u>ELG: Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><u>ELG: Self-Regulation</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p><u>ELG: Managing Self</u></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG: Building Relationships</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><u>ELG: Gross Motor Skills</u></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG: Fine Motor Skills</u></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><u>ELG: Comprehension</u></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG: Word Reading</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG: Writing</u></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><u>ELG: Number</u></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) 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> <p><u>ELG: Numerical Patterns</u></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><u>ELG: Past and Present</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG: People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><u>ELG: The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>ELG: Creating with Materials</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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><u>ELG: Being Imaginative and Expressive</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>