



**St Bede's RC Primary  
Reception  
Curriculum Overview  
(2022-2023)**

Area of learning focus:	Ourselfs  Autumn 1 <sup>st</sup> half	Traditional stories  Autumn 2 <sup>nd</sup> half	People who Help Us  Spring 1 <sup>st</sup> half	Plants  Spring 2 <sup>nd</sup> half	Minibeasts/Animals  Summer 1 <sup>st</sup> half	Seaside  Summer 2 <sup>nd</sup> half
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*This learning overview provides an insight into learning experiences throughout reception year. The learning opportunities will continue to be enhanced over the year as children build upon their own unique experiences and share their ideas, as is the ethos of the EYFS. A lot of children's learning experiences are through play, investigation and active involvement. This approach helps children to become more independent active learners.*

<b>Overview</b>	<p><b>What do I know about me?</b> <i>All about me...Settling in:</i> : New beginnings Classroom routines and rules (discuss how it makes adult feel) Support children in making friends What is my full name?  When is my birthday?  What age am I?  What do I look like?  How have I changed? (<i>Looking at baby pictures</i>) Am I the same as my friends? (<i>Noticing and respecting differences</i>) What do I like to do?  What do I like to eat?  Where do I live?  Who is my family?  <b>How can I look after myself?</b> (<i>Personal hygiene/ healthy food/keeping fit</i>) – How is my body made? (<i>Bones, parts</i>) How can I move? How can I take care of myself? What should I eat? When should I brush my teeth? When should I wash my hands?</p>	<p><b>Traditional stories and fairytales.</b> Storytime and character exploration: Link role play area <b>Storytime:</b> introduce a selection of traditional and fairytale stories: <b>Traditional tales:</b> Three Bears/Three Pigs/Little Red Riding Hood - discuss characters, set, plot, story structure. <b>Fairytales:</b> Snow White/Cinderella/Happy Feet - discuss characters, set, plot, story structure. What kind of story character would you like to be? Would you like to be a Prince or Princess? Act out stories using actions and discuss: How do we know if a character is good or bad? How were the characters feeling? What do you think of the fox? Describe the characters <b>What Special Times do I have with my family?</b> get together (Bonfire Night,</p>	<p><b>Who helps us in the community?</b> -school community -the wider community <b>People who help us:</b> Caretaker, office, welfare, teachers, postman, doctor, vet etc. Who helps you? Who has helped you in school today? How have they helped you? Have you helped somebody else? What did you do? Who has helped you at home? How have they helped you? Have you helped them? What did you do? <b>Visit a post office:</b> children will write a letter to different people who have helped us. They will visit a contrasting area (village) to post their letter. Discuss. <b>What do I want to be when I grow up?</b> What would I have to do? What would I have to wear? Where would I have to go?</p>	<p><b>Planting and Growing:</b> our gardens growing for food our school gardens - what can we plant and grow. How will we look after them? <b>Our gardens</b> (Looking at different types of gardens, allotments, domestic gardens/yards, stately homes) <b>Growing for food</b> (Fruit and vegetables- look at farmers) <b>School outdoor area</b> (prepare the ground, plant and maintain). <b>Investigation:</b> Growing grass, beans and cress. Maintain, measure, learn how to take care of our plants. Easter celebration (Jesus, The Easter story and Easter traditions). Read the story and discuss. <b>What Family traditions do we have?:</b> <i>Symbolism</i> – rolling away the rock: children will paint a boiled egg and roll it</p>	<p><b>Animals and new life:</b> <b>Link to Percy the Park Keeper After the storm</b> What animals lived in Percy's Park? <i>British wildlife/minibeasts</i> <i>What can we see in our outdoor area –</i> <b>British wildlife:</b> Birds, Squirrels, Badgers, Foxes, Beavers, <b>New life:</b> Mothers and their young. What do they look like/how do they change? How do we care for them? What do they need to survive? <b>What creatures live in our gardens?</b> What are minibeasts? Where do they live? What do they look like? How can we care for them? Go on a mini-beast hunt, discuss the features, take photos, set up different habitats, observe and record. What kind of minibeast city could we build?</p>	<p><b>At the Seaside:</b> <b>At home and abroad:</b> what is it like in different places around the world? <i>Where have we visited?</i> <i>Seaside visit –compare and contrast</i> <b>Where have you been on holiday? (Home and abroad)</b> Different kinds of Holidays; at home and abroad, hot and cold. (location – travel agents, brochures, booking, packing, travelling) Where would we stay (look at hotels, caravans, camping) Google Earth: compare different places to where we live. <b>At the beach:</b> What do we see? (people, clothing, picnics, buckets and spades, donkeys, seaside, artifacts; shells, pebbles, starfish). <b>On the sea:</b> What can we do? Paddle, swim, toys, keeping safe, salt water) What do we see? (ships,</p>
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	<p><b>Sharing and Caring</b> for one another-how can we show we care for each other. Link to RE/RSE</p>	<p>lanterns, fireworks, light; Diwali, Christmas, New Year, Hanukah, bonfire night, pantomimes.)</p> <p><b>New Babies/</b> new arrivals/celebrations) A very special baby (The First Christmas)</p> <p><b>Christmas preparations and Celebrations</b> (writing to Father Christmas, cards, gifts, food, clothes, concerts, dinner, parties).</p> <p><b>Who is Father Christmas?</b> How does he prepare for Christmas? Who helps him? What do they do? What would it be like to live at the North Pole?</p>	<p><b>Learn how to cross the road safely:</b> Children will learn about the Green Cross Code and practice crossing the road safely with their teachers. Would you know who to ask for help? Would you be able to help someone? Set up different scenarios and discuss how we could help. Internet safety</p>	<p>down the hill. They will discuss what this is said to mean and how it relates to the bible story. Easter crafts/ cards, treats, activities. What will we grow in our Garden? Investigate: plants/flowers/growing for food. How can we look after our garden throughout the year?</p>	<p>What will we need to collect? Set up different habitats and care for the creatures.</p>	<p>boats, surf board, sail boards, lighthouse) Sun safety <b>Under the sea:</b> What lies beneath? (Marine and plant life, submarines, divers). What would you see, feel, hear, taste and touch?</p>
<b>COMMUNICATION AND LANGUAGE</b>	<p><b>Listening, Attention and Understanding ELG</b> -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 questions to clarify their understanding -Hold conversation when engaged in back and forth exchanges with their teacher and peers</p>			<p><b>Speaking ELG</b> 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 -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, making use of conjunctions with modelling and support from their teacher.</p>		
	<p>Listening to others. Listening to stories, rhymes and poems. Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.</p>	<p>Speaking and Listening. Taking turns in conversation. Increasing word level. Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.</p>	<p>Retell a past event. Build up vocabulary. Reflecting on own experiences. Rhymes and Songs. Alliteration. Retelling stories. Role Play.</p>	<p>Responding to and giving instructions. Asking Questions – What, Where, Who? Using a range of tenses. Poetry. Role Play.</p>	<p>Following stories and re-telling using pictures and prompts. Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.</p>	<p>Extending word level. Extending vocabulary using a range of tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.</p>
<b>LITERACY</b>	<p><b>This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</b></p>					
	<p><b>Reading: Comprehension ELG</b> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary -Anticipate (where appropriate ) key events in</p>	<p><b>Reading: Word Reading ELG</b> -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</p>		<p><b>Writing: ELG</b> -Write recognizable letters , most of which are correctly formed -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others</p>		

	stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	are consistent with their phonic knowledge, including some common exception words				
	<b>Phonics:</b> <i>Daily discreet lessons (Read Write Inc Programme).</i> <b>SET 1:</b> an introduction to letter sounds, blending and segmenting, reading and writing sounds, high frequency and fast words, learning to write simple CVC words, reading and writing simple captions. Learning to write simple sentences. <b>SET 2:</b> reinforce all letters sounds and continue to introduce phase 3 phonemes and graphemes, blend and segment words containing all sounds at phase 2 and 3, learn to read phase 3 fast words, spell 'the/to/I/no/go. Writing sentences using simple punctuation.					
	<b>Handwriting:</b> Handwriting patterns and weekly PD finger gym activities . Pencil grip and control. Mark making opportunities in adult led and child-initiated activities in continuous provision. Letter formation taught during phonics lessons					
	<b>Shared/guided writing:</b> Rhyme and analogy activities. Story mapping. Modelled and shared writing of words, captions and sentences. Write simple sentences. Write a short recount of a story with a beginning, middle and end. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. Begin to think about story openers and endings: 'Once Upon a Time' 'Finally'. Use connectives 'and'. Punctuation.					
	<b>Shared/guided reading:</b> Reinforce concepts about print. Daily shared reading, beginning with Ditties and Ditty books and daily free reading opportunities. Home reading programme. Rhyme and Alliteration. Nursery Rhymes. Stories. 'big book' stories. Talk about character, plot and setting. Discuss the beginning, middle and end of a story.					
<b>Text titles:</b>	Funny bones: My Body Alik My Senses Alik Simpkin My Naughty Parents Little Red Hen	The Gingerbread Man Three Bears, Little Red Riding Hood, Jack and the Beanstalk Christmas stories	The Jolly Postman and other people's letters. How to Catch a Star.	Oliver's Vegetables Oliver's Fruit Salad. Supertato. Too Many Carrots. The Tiny seed .	Percy the Park Keeper. Owl Babies. Animal fact finders. After the storm- (Percy the park keeper). The Hungy Caterpillar Owl Babies	Billy's Bucket. Seaside stories. Lighthouse Keeper series of stories Pirate Stories-Night Pirates, Portside Pirates Dougal The Deep Sea diver The Rainbow fish
<b>Writing</b>	Hand writing Name writing Labels	Hand writing Name writing Labels	Hand writing Name writing Labels Simple sentences	Hand writing Name writing Labels Simple sentences Instructions	Hand writing Name writing Labels Simple sentences Instructions Narrative/recount	Hand writing Name writing Labels Simple sentences Instructions Narrrative/Recount
<b>MATHS</b>	<b>This involves providing children with opportunities to: practise and improve their skills in counting numbers, subitising, recognizing number bonds and patterns ,calculating simple addition and subtraction problems, describe shapes, spaces, and measures. White Rose maths .</b>					
	<b>ELG NUMBER:</b> –Have a deep understanding of numbers to 10 -Subitise up to 5 -Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 , including doubling facts			<b>ELG NUMERICAL PATTERNS</b> -Verbally count beyond 20 recognising the pattern of the counting system - Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as another. -Explore and represent patterns within numbers up to 10, including odds/evens, doubles and how quantities can be distributed easily.		

	Shape space and measures			Shape Space and measures		
<b>Maths Units</b>	<b>Unit 1</b> <b>Getting to Know Me</b>	<b>Unit 3</b> <b>It's Me 123</b>	<b>Unit 5</b> <b>Alive in 5</b>	<b>Unit 7</b> <b>Building 9 and 10</b>	<b>Unit 9</b> <b>To 20 and beyond</b>	<b>Unit 11</b> <b>Find My Pattern</b>
	<b>Unit 2</b> <b>Just Like Me</b>	<b>Unit 4</b> <b>Light and Dark</b>	<b>Unit 6</b> <b>Growing in 6,7,8</b>	<b>Unit 8</b> <b>Consolidation</b>	<b>Unit 10</b> <b>First, then , now</b>	<b>Unit 12</b> <b>On The Move</b>
	Understanding of Numbers to 10 • Subitise to 5 (recognising quantities without counting) • Number Recognition and Formation • Early Addition (One More) • Comparing two quantities • Early Subtraction (One Less)	Understanding of Numbers to 10 • Counting forwards and backwards to 20 and beyond • Subitise (recognising quantities without counting) to 5 • Number Recognition and Formation • Early Addition • Early Subtraction • Comparing quantities	• Understanding of Numbers to 10 • Counting forwards and backwards to 20 and beyond • Subitise (recognising quantities without counting) to 5 • Recall number bonds to 5/10 • Addition • Addition doubles • Exploring Bonds to 10 • Subtraction • Knowledge of more and less and distribution of quantities evenly • Comparing Quantities • Odd and Even Numbers	Understanding of Numbers to 10 • Counting forwards and backwards to 20 and beyond • Subitise (recognising quantities without counting) to 5 • Recall number bonds to 5/10 • Addition • Addition doubles • Exploring Bonds to 10 • Subtraction • Knowledge of more and less and distribution of quantities evenly • Comparing Quantities • Odd and Even Numbers • Money and Time • Shape	Understanding of Numbers to 10 • Counting forwards and backwards to 20 and beyond • Subitise (recognising quantities without counting) to 5 • Recall number bonds to 5/10 • Addition • Addition doubles • Exploring Bonds to 10 • Subtraction • Knowledge of more and less and distribution of quantities evenly • Comparing Quantities • Odd and Even Numbers • Money and Time • Shape	understanding of Numbers to 10 • Subitise (recognising quantities without counting) to 5 • Counting forwards and backwards to 20 and beyond • Recall number bonds to 5/10 • Addition • Addition doubles • Exploring Bonds to 10 • Subtraction • Knowledge of more and less and distribution of quantities evenly • Comparing Quantities • Odd and Even Numbers • Money and Time • Shape
<b>UNDERSTANDING THE WORLD</b>	<b>ELG -The Natural World</b> -Explore the natural world around them making observations and drawing pictures of plants and animals -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own 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 Texts to support learning – (Ourselves/Body) Funnybones-Alan Ahlberg MY Five Senses/My Body- Aliki (Animal classification) What the Ladybird Heard-Julia Donaldson Giraffes Can't Dance- Giles Adrae (Light) The Gruffalo's Child –Julia Donaldson		<b>ELG -People, Culture and Communities</b> -Describe their immediate environment using knowledge from observation, discussion , stories, non-fiction texts and maps -Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries Texts to support learning – Handa's Surprise –Eileen Brown Catch That Goat-Polly Alakijja The Tiger Child –Joanne Troughton Anansi Stories The Rainbow Bird-Eric Maddern How Rabbit Stole The fire – Joanna Troughton		<b>ELG -Past And Present (link to seaside theme)</b> Talk about the lives of 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 Texts to support learning – Peepo –Janet and Alan Ahlberg Camille and The Sunflowers-Laurence Anholt Dinosaur Bones –Bob Barner George and The Dragon – Christpher Wormell Lighthouse Keepers Lunch-David and Ronda Armitage	

	Can't You sleep Little Bear- Martin Waddell Blackout –John Rocco (Sound)Peace at Last- Jill Murphy What The Ladybird Heard- Julia Donaldson Polar Bear, Polar Bear, What do You Hear? - Julia Donaldson (Life cycles) The Very hungry Caterpillar- Eric Carle Monkey Puzzle- Julia Donaldson (Plants) The Tiny Seed –Eric Carle Jasper's Beanstalk –Nick Butterworth (Forces) Up and Down –Oliver Jeffers Stuck –Oliver Jefers (Materials) Santa is Coming To Newcastle Waterproofing Little Lumpty- Miko Imaoi		The Magic Paintbrush –Julia Donaldson The Great Race _The Story of the Chinese Zodiac –Dawn Casey/ Ann Wilson			
Understanding the World	<b>Why are there so many leaves on the ground?</b>  Introduce <b>Autumn</b> : what does this look like? What changes will I see in the environment? Visit park to look at and record seasonal changes. <i>Make an Autumn floor book</i> (add photographs, collections and children's thoughts). <b>Shadows</b> – Looking at and identifying shadows. Why is it getting darker (link autumn)? What does it look like when it is dark? Can we make shadows? Can we catch our own shadow? What different shadows can we make ? Looking through prisms/mirrors colour paddles. What colours do we see when we put them on top of each other? Dark Den: Use the dark den and torches for investigations. Can we make new shadows?	<b>Why is it always cold in Winter?</b>  <b>States of matter/temperature</b> Introduce Winter (clothes, weather, North Pole, winter. Why can I see my breath? How can I keep warm? Seasonal changes. Discuss growth and change: carry out the 'frozen' experiment and discuss solid/liquid/ melting. (Freeze some of the children's' favourite toys into blocks of ice and have them decide how to get them out). <b>Materials</b> Learn about different materials. What are they called? Where do they come from? What do they feel and look like? Compare materials that are comfy and not comfy. What can we use to make comfy beds for the winter? Binka/sewing/ knitting (investigate different ways to make and join materials).	<b>Which material makes the best coat to wear in the rain?</b>  <u>Waterproofing –</u> What does waterproof mean? How do I know if something is waterproof? How can we keep dry in the Spring showers? Can we make a waterproof coat? What is the best material to use?  <b>Testing our ideas:</b> Plan, design, test and improve.  Magnets? Which materials are attracted to magnets? Test/ Investigate  Oral health work –link to work on Dentists	<b>What changes do we see in spring?</b>  <u>Spring:</u> Discuss Spring and the changes we may see around us. Visit the park and record what we see. Compare this to our autumn visit. Discuss the changes that has happened. What animals are born in spring. Animals and their young. Investigate ways of growing plants. How can we keep them healthy? What will we need to do? Where will they grow the best? What will the seeds need? Understand the effect of changing seasons on the natural world around them.  Healthy lifestyle- healthy diets Comparing healthy and unhealthy	<b>Who lives in our garden?</b>  <u>Minibeasts</u> Looking at different minibeasts in our environment and their habitats. Minibeast hunt. Life cycles How can we care for the creatures around us? What minibeasts can we find in our school? What are their names? What do they look like?  Looking for, collecting and identifying minibeasts. Habitats- where do they live? Can we build minibeast habitats?  How can we help take care for the minibeasts? What will they need?  How do we care for our local environment? How do we care for the wider world?	<b>Is it always hot in summer?</b>  <u>Summer:</u> Discuss Summer and the changes we may see around us. Discuss: clothes, weather, holidays.  Prepare for our school trip to the beach. What might we see? What can we do? What will we take with us? <u>Floating/Sinking</u> What does floating and sinking mean?  Why do some things float, and some things sink? Can we make a boat that floats?  Electricity-lighthouse Make simple circuits

<p><b>Understanding the World</b></p> <p><b>People, Culture and Communities</b></p>	<p><b><u>Family</u></b> Talk about members of their immediate family and community. School and class family. Name and describe people who are familiar to them Discuss family celebrations. Hotseat parents/grandparents</p> <p>Compare celebrations in other cultures (Judaism)</p> <p><b>Celebration - Harvest</b></p>	<p><b><u>Stories and nursery rhymes</u></b> Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from (traditional) stories/rhymes, including figures from the past.</p> <p>Who is our queen? Who are our royal family?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. Hannukah/Diwali</p> <p><b>Celebrations- Christmas</b></p>	<p><b><u>Who are the people who help us?</u></b></p> <p>Learn about different occupations and ways of life. Understand that some places are special to members of their community. Visit from fire service/police/ school nurse for hand washing and teeth workshops</p> <p><b>Celebrations-</b> Chinese New Year Easter Mother's Day Shrove Tuesday</p> <p><b><u>Internet safety</u></b> Continue to reinforce - <i>dangers in the environment, e-safety</i>, road safety, how to transport equipment safely in the classroom.</p>	<p><b><u>Where does our food come from?</u></b></p> <p>Growing food- where does food come from? How does it grow?</p> <p>Investigate food from around the world</p> <p>Visit a supermarket to investigate where food comes from. Testing foods from around the world.</p>	<p><b><u>Locality/community</u></b> Discuss different areas around school where we searched for minibeasts</p> <p>What areas are we familiar with in our local community-park, shops, churches, car wash, doctors etc</p> <p>Units of work when appropriate linked to Olympics World Cup, Euros etc- comparing cultures, flags, foods, traditions</p>	<p><b><u>Maps</u></b> Draw information from a simple map. Treasure maps for pirates Simple Coordinates</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live. Seaside/lighthouse visit</p> <p>Compare features of different religions and cultures (Islam –RE other faith week)</p> <p><b>Celebrations- End of school year</b></p>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p>	<p>Comparing our lives with those of our parents/grandparents What's the same and different? What has changed since we were babies? What can we do now that we couldn't do then? Sequence pictures to show changes Use, compare past and present photos,</p> <p>Bible Stories</p>	<p>Castles Kings and queens, Knights Comparing houses from past/present linked to Three Pigs story or Polly put the kettle on</p> <p>Bonfire Night- Story of Guy Fawkes</p> <p>Remembrance</p> <p>Bible Stories</p>	<p>Stories of working life in the past- compare with today's roles EG story of Florence Nightingale (Text-Don't say no to flo) Visit Post Office to post letters written History of postal system-look at stamps and how they have changed</p> <p>Bible Stories</p>	<p>What are your favourite foods? What kind of foods did people eat in the past? Cooking simple food using recipe from today and recipe from the past?</p> <p>Bible stories</p>	<p>How has our community /school changed? Sacriston mining history- use stories- visitors to explain Use stories, maps and pictures What was it like to be a miner? How has our school /church changed? Look at pictures old records etc Use Beamish Museum school resources</p> <p>Bible Stories</p>	<p>Transport –past and present How have airplanes/trains/boats changed- link to pirate ships Titanic story (Text – Sampson's Titanic Journey)</p> <p>How has going to the seaside changed - clothing, toys, etc</p> <p>Bible Stories</p>

<b>PHYSICAL DEVELOPMENT</b>	<b>ELG Gross Motor skills</b> 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.			<b>ELG Fine Motor Skills</b> Hold a pencil effectively in preparation for fluent writing, using a tripod grip in most cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing		
<b>Gross Motor Skills</b>	Spatial Awareness Movement breaks PE- Fundamental skills Outdoor play	Dance Movement Breaks Spatial Awareness PE-Fundamental Skills Outdoor play	Gymnastics Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play	Games Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play	Gymnastics Movement breaks Spatial Awareness PE-Fundamental Skills Outdoor play	Games/Athletics/Sports Day Movement breaks Spatial Awareness PE-Fundamental skills Outdoor play
<b>Fine Motor skills</b>	Dough disco/finger gym Squiggle while you wiggle Use one handed tools and equipment EG scissors Use a comfortable grip with good control when holding pens and pencils. Start to eat independently, learning to use a knife and fork Show preference for a dominant hand.	Dough disco/finger gym Squiggle while you wiggle Use one handed tools and equipment EG scissors Use a comfortable grip with good control when holding pens and pencils. Start to eat independently, learning to use a knife and fork Show preference for a dominant hand.	Funky Fingers Develop fine motor skills using a range of tools competently, safely and confidently including pencils (for drawing and writing) paintbrushes, scissors, knives and forks and spoons	Funky Fingers Develop fine motor skills using a range of tools competently, safely and confidently including pencils (for drawing and writing) paintbrushes, scissors, knives and forks and spoons	Funky Fingers Develop the foundations of a handwriting style that is fast, accurate and efficient	Funky Fingers Develop the foundations of a handwriting style that is fast, accurate and efficient
<b>RE Come and See</b>	Myself  Welcome	Birthdays	Celebrating  Gathering	Growing	Good News	Friends  Our World
<b>PSE</b>	<b>ELG Building relationships:</b> To work and play co-operatively, taking turns with each other. To show sensitivity to their own and others' needs To form positive attachments with adults and friendships with peers.			<b>ELG Self-Regulation</b> 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 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.		
				<b>ELG Managing Self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.		

	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>	Self Help Skills/Managing Own Needs <ul style="list-style-type: none"> <li>• Building and Sustaining Constructive and Respectful Relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self-Regulation</li> <li>• Early Years Gathering /Buddies, Collective Worship/whole school activities</li> <li>• School Rules</li> </ul>
<b>RSE</b>  <b>TEN TEN</b>  <b>Life To The full</b>	Unit 1: Religious Understanding  Unit 2: Me, My Body, My Health	Unit 3: Emotional Well-Being  Anti-Bullying Week	Unit 4: Life Cycles  Unit 1: Religious Understanding  Safer Internet	Unit 2: Personal Relationships	Unit 3: Keeping Safe  Unit 1: Religious Understanding	Unit 2: Living in the Wider World  Transition
<b>Expressive Arts and Design</b>	<b>ELG: Creating with materials</b> – Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function. -Save their creations, explaining the process they have used -Make use of props and materials role-playing characters in when narratives and stories			<b>ELG: Being imaginative and Expressive</b> -invent, adapt and recount narratives and stories with peers and teachers -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes and poems with others (and when appropriate) try to move in time with music		
<b>Creating with materials</b>	<b>Drawing</b> Practice drawing things using simple shapes such as circles, squares and triangles. Learn the link between drawing shapes and writing. Learn to draw with different pressures to create different effects. Learn to correct mistakes by rubbing out and working through them. Learn to shade areas and shapes as neatly and carefully as they can. Draw things they like and learn to draw for pleasure and relaxation. Draw with a range of drawing materials and can combine these to create effects.	<b>Printing</b> Make simple printing blocks from soft materials they have cut, shaped and moulded. Print different colours to make more complex patterns and pictures. Learn to make single print by drawing into ink and pressing paper on it, or by placing paper into oil, ink and water for example.  Using different technologies for digital art or photography	<b>Painting</b> Use primary colours to mix secondary colours. Develop preferred ways of holding brushes to develop control but know greater control is gained by holding the brush closer to the tip. Paint shapes, line and edges neatly. Know how to clean brushes and water to maintain colours. Learn to blend colours on paper when paint is still wet. Know to use different sized	<b>Collage</b> Collage is used to select and cut colours, shapes, textures and images from a range of sources. Combine papers, fabrics, materials, and surfaces etc to make collages,	<b>Sculpting</b> Makes sculptures by cutting, forming and joining familiar 3D shapes such as junk materials, into desired effects. Combine these resources with other materials such as a plasticine, pipe cleaners, wire, tubes, food, mod roc and finished with a range of effects such as papier mache, thick paint or spray paint. Simple shapes and forms are made from pliable	<b>Textiles</b> Objects and pictures are made by cutting, sewing, gluing and forming fabrics, EG Weaving with a variety of materials. Textiles can be decorated with simple applique techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials.

			brushes for different effects Use a range of painting tools to experiment with mark making; brushes, sponges, tissue, fabric, string, cotton buds etc Add things to paint to make textures such as sand, cous cous, soil, rice, etc		materials such as modelling clay, foam of wire	
<b>Being imaginative and expressive</b>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs- If You're Happy and you Know It • Heads, Shoulders, Knees and Toes • One Finger, One Thumb • Please and Thank You Song • Hello Song I've got a body</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs- Christmas carols 12 Days of Christmas When Goldilocks went to the house of the bears Old King Cole Hickety Pickety my red hen</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs Miss Polly had a dolly 5 Little firemen Doctor Foster Brush your teeth song Cobbler Cobbler mend my shoe I am the baker man Busy Farmer Ben</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs- Little Peter Rabbit • Old McDonald had a Farm • Five Monkeys • Down in the Jungle • The Animal Fayre The Farmer's in his den</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs – I Dig my Garden (Singing Hands) • In My Little Garden • Little Peter Rabbit • Wiggly Woo Mary Mary Quite contrary Down in the jungle Incy Wincy Little Miss Muffe</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> </ul> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p>Songs- Sea shanty's Portside Pirates Oh I do Like to be Beside the Seaside • The Big Ship sails • Seaside Songs There's a hole at the bottom of the sea A sailor went to sea</p>
<b>Role Play</b>	<b>Home corner kitchen</b> <b>Baby ward</b> – measuring /weighing	FairyTale Castle Santa's workshop	Hospital/Dr surgery Jolly Postman's post office. Vets' surgery.	Garden centre Greenhouse and gardening equipment/planting area.	Percy's house. Dressing up as animals. Puppets for storytelling.	Pirates island/den (indoor/outdoor) Beach café

<b>Continuous provision:</b>	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which covers the 7 prime areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. Areas are open for children to lead their own learning and challenge their thinking through play and investigation. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.		
<b>Characteristics of Effective Learning</b>	<p><b>Playing and Exploring</b>  Playing and exploring  Finding out and exploring  Playing with what they know  Being willing to have a go</p> <ul style="list-style-type: none"> <li>• First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature etc.</li> <li>• Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences.</li> <li>• Encourage free exploration of new materials before suggesting that they are used in a particular way.</li> <li>• Provide a rich, stimulating and irresistible environment with open ended resources.</li> <li>• Be aware of unintentionally restricting children's imaginative use of materials and objects – develop an ethos of permission to use resources in different ways.</li> <li>• Ensure sufficient uninterrupted time when children are fully engaged - develop flexible routines.</li> <li>• Consider modelling novel uses of materials, for example, for den making.</li> <li>• Provide a range of resources that match children's current fascinations and interests.</li> <li>• Develop the environment to become a flexible space with ample opportunities for free exploration.</li> </ul>	<p><b>Active Learning</b>  Being involved and concentrating  Keep on trying  Enjoy achieving what they set out to do</p> <ul style="list-style-type: none"> <li>• Provide an environment where activities excite and are on the edge of children's understanding without being overwhelming.</li> <li>• Keep activities which interest the children out rather than routinely tidy them away.</li> <li>• Resources should be stimulating, inventive, imaginative, varied, open-ended, freely available and related to the children's interests.</li> <li>• Consider the amount of time available in sessions for children to be completely involved in their own learning.</li> <li>• Encourage children to work together and learn from each other to create a 'learning community'.</li> <li>• Have photographs of previous learning readily available to discuss with children.</li> <li>• Use observations to note children's enjoyment and commitment and then provide similar activities.</li> <li>• Plan activities which provide children with a reason to become involved.</li> </ul>	<p><b>Creating and thinking critically</b>  <b>Having their own ideas</b>  <b>Making links</b>  <b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>• Provide prompts in the environment that remind children of their previous experiences for example photographs of models in the construction area and displays of child initiated creative work.</li> <li>• Avoid activities that involved children reproducing other's ideas.</li> <li>• Ensure that opportunities are open ended so that children are required to draw on previous experiences or learn from each other.</li> <li>• Use visual prompts for the routine so that children are able to accurately predict and make connections with previous experiences.</li> <li>• Challenge children's thinking through providing new and inspiring resources and giving children opportunities to explore these freely and make connections.</li> <li>• Plan activities that don't repeat but link to previous activities to ignited children's interests and curiosity.</li> <li>• Take a series of photographs of children thoroughly engaged in purposeful activities so that you can display learning stories to discuss or to spark future ideas.</li> <li>• Ensure there are rich opportunities for children to engage in imaginative play.</li> </ul>
<b>EYFS Assessment</b>	Children are assessed through individual progression in all areas of the Early Years Curriculum /Development Matters. Each child is unique and their profile will reflect this. Assessment is ongoing over the year and judgements are made through daily observations, independent play and adult-led activities and specific tasks. The information is gathered and informs our internal assessment tracker (SIMS). The aim is for children to meet their Early Learning Goal by the end of their reception year, taking into account individual starting points and specific learning needs and styles.		

