



Reception Yearly Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests</i>	All about me / Getting to know me/ routines- school environment. Autumn/ Harvest	Outdoor adventure/ Space. Diwali/ Christmas	Around the World/ Transport. Chinese New Year/ Shrove Tuesday/ Winter	Animals- Land and Sea. Exploring maps. Easter/Spring	Our Planet/People Who Help Us. Eid/ Summer	Traditional tales. Transition
High quality Texts	<ul style="list-style-type: none"> Gruffalo Colour Monster goes to School. Geoffery Gets the Jitters. Zog Pumpkin Soup Which Food will you choose That's Not my name Super Duper You Harvest Days <p>Poems and songs:</p> <ul style="list-style-type: none"> I see leaves All the leaves are falling down All about my emotions 	<ul style="list-style-type: none"> Mole's Star Look Up! Little Glow We're Going on a Bear Hunt Hoot Owl Owl Babies The Squirrels who Squabbled Stick Man The Christmas Story Gingerbread man <p>Poems and songs:</p> <ul style="list-style-type: none"> Fireworks Zoom Zoom Zoom going to the Moon Remembrance poem Happy Birthday Poems Furry, Furry Squirrel Poem 	<ul style="list-style-type: none"> The Boy who sailed around the world Emma Jane's Aeroplane Hundred Decker Bus You Can't take an Elephant on a bus We catch the bus A ticket around the world Children around the world <p>Poems and songs:</p> <ul style="list-style-type: none"> North wind doth blow Wheels on the bus The Big ship sails on the alley alley oh Row Row Row your boat Five crispy pancakes song 	<ul style="list-style-type: none"> Tad Martha Maps It Out Sharing a Shell What can I see in the wild Under the sea The Very Hungry Caterpillar Sharing a Shell The Secret Path The World of 100 animals <p>Poems and songs:</p> <ul style="list-style-type: none"> 12345 Once I caught a fish alive Down in the Jungle The animals went in 2 by 2 Hot cross buns Mr Peter Rabbit 	<ul style="list-style-type: none"> Clean Up A Squash and a Squeeze The Lighthouse Keeps lunch Luna Loves Gardening Together we are stronger Recycling Day Wonder World Earth <p>Poems and songs:</p> <ul style="list-style-type: none"> Looking after our world poem There Are Lots of People to Help Us" Song "People Who Help Us" (to the tune of "The Wheels on the Bus") Reduce, Reuse, Recycle song 	<ul style="list-style-type: none"> The Three Little Pigs Jack and the Beanstalk Little Red Hen Little Red Riding hood Goldilocks and the three bears. <p>Poems and songs:</p> <ul style="list-style-type: none"> When Goldilocks Went to the House of the Bears Little Red Riding hood poem 3 Little pigs chant Old Macdonald had a farm
Wow' moments / Enrichment	Harvest performance Autumn Walk to Community gardens. Visit from Mum with new baby. Parent Stay and Play- Autumn Craft	Star gazing bedtime stories Diwali- Visit from Parent to share how they celebrate Bonfire Night- Safety Remembrance Day Nativity Visit from Vicar Parent Stay and Play- Autumn Craft	Make Pancakes Winter walk/ Hot chocolate Make food from different parts of the world Parent Stay and Play – Making bread	Mother's Day World Book Day March Easter Bonnet Parade and songs Caterpillars Parent Stay and Play – Making fruit bread	Visits from People Who Help us. Dress up day Parent Stay and Play – Gardening	Father's Day End of Year Visit Farm trip Parent Stay and Play – Mini beast hunt

COEL

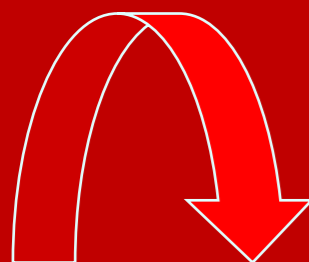
Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching
Principles



Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

British Values

Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy
Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities and the environment	Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Celebrations from all cultures. My happy mind program and zones of regulation. Role play sharing and turn taking games.	Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	Where this might be seen in EYFS: In addition to previous: choice of our activities during play, exploring our differences and how we are all unique. Children are part of school council and all children are encouraged to voice their opinion, pupil voice.	Where this might be seen in EYFS: In addition to previous: speaking and listening at circle times; developing social skills; School council. Voting station for book vote.

Diversity texts to be read throughout the year

BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much	The big book of families	Through the eyes of me	Amazing	Two Homes
Shine	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Astro Girl	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Lulu's first day	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Baby goes to market	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Mommy saying	We are all Welcome.	I see things differently	Only one you	More people to love me
Full, full full of love	Shu Lin's Grandpa	Because	Don't call me special	Our class is a family
Maisie's Scrapbook	Hats of Faith	What makes me a me?	Happy to be me	Love makes a family
Jabari jumps			Millie gets her super ears	Heather has two mummies

Prime Area – Personal, Social and Emotional Development

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.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high quality interactions .</p>	<p>Self-Regulation Children will be able to follow one step instructions.</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>Children will recognise different emotions.</p> <p>Children will focus during short whole class activities. <i>‘I am... I like.... ball rolling circle time.</i></p> <p>Familiarity with the classroom, rules and routines. Who can I talk to if I need help.</p> <p>Knowing the names of peers.</p> <p>Teacher modelling conflict resolution. Planned and in play.</p> <p>Managing Self Children will learn to wash their hands independently. Children will further develop self-help skills from previous experience, such as putting on their own coat and shoes. Children will develop a basic awareness of healthy and unhealthy food choices.</p>	<p>Self-Regulation Children will talk about how they are feeling and to consider others feelings.</p> <p>Managing Self Children will understand the need to have rules.</p> <p>Building Relationships Children will begin to develop friendships.</p> <p>Children will begin to use strategies taught by adults to support turn taking.</p>	<p>Self-Regulation Children will be able to focus during longer whole class lessons.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking.</p>	<p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally.</p> <p>Managing Self Children will be increasing in confidence when dressing and un-dressing.</p> <p>Children will understand the importance of healthy food choices.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.</p>	<p>Self-Regulation Children will be able to control their emotions using a range of techniques.</p> <p>Managing Self Children will manage their own basic needs independently.</p> <p>Building Relationships Children will learn to work as a group.</p>	<p>Self-Regulation Children will be able to follow instructions of three steps or more.</p> <p>Managing Self Children will show a ‘can do’ attitude.</p> <p>Building Relationships Children will have the confidence to communicate with adults around the school.</p>

Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.						
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NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

Self-Regulation: 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.

Managing Self: 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.

Building Relationships: 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.

Prime Area – Communication and Language

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, storytelling 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening, Attention and Understanding Speaking <small>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions</small>	Listening, Attention and Understanding Children will be able to listen carefully and know why it is important. Children will become familiar with daily routines, listening to simple instructions at the beginning of the day, end of the day and throughout. Speaking Children will talk in front of small groups and their teacher offering their own ideas. Children engage in circle times, developing their ability	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day, including topic vocabulary, the word of the day, maths vocabulary and the key vocabulary from the class text. Children will begin to use language which includes the future and past tense... what	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in longer sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will engage in non-fiction books and to use new vocabulary.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk in sentences using a range of tenses.

	<p>to speak in full sentences, and waiting for their turn to speak (supported by holding an object).</p> <p>Talk partners are modelled and established.</p> <p>Children will learn and sing a selection of core nursery rhymes.</p> <p>Children will learn to say the speech sounds for all set 1 sounds following RWI.</p>	<p>you did at the weekend/what are you going to do?</p>				
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Early learning Goals

Listening, Attention and understanding:

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. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking:

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 and making use of conjunctions, with modelling and support from their teacher.

Prime Area – Physical Development

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 sensory 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 developing 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.

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	<p>Gross Motor Children will learn to move safely in a space.</p> <p>Fine Motor Children will begin to use a tripod grip when using mark making tools.</p>	<p>Gross Motor Children will explore different ways to travel using equipment.</p> <p>Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.</p>	<p>Gross Motor Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p> <p>Fine Motor Children will handle scissors, pencil and glue effectively.</p>	<p>Gross Motor Children will jump and land safely from a height.</p> <p>Fine Motor Children will use cutlery appropriately.</p>	<p>Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor Children will hold scissors correctly and cut out small shapes.</p>	<p>Gross Motor Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor Children will form letters correctly using a tripod grip.</p>
	Introduction to P.E 2	Fundamental skills 2	Gymnastics 1	Dance 1	Gymnastics 2	Ball skills 1

How?

Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding. Increasing control over an object in patting, pushing building with various equipment. Climbing on a climbing frame. Drawing using whole body movements. Using their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.

Early learning Goals

Gross Motor Skills:

Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Specific Area – Literacy

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)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Comprehension Visit school library (Wednesdays) Daily stories High quality interactions Role Play Story vocabulary introduced weekly</p> <p>Word Reading Daily phonics lesson and weekly reading with Teacher or TA</p> <p>Writing</p>	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will recognise all initial set 1 sounds.</p> <p>Children will be able to orally blend words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Children will be at ditty level or above in RWI.</p> <p>Writing</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will write words using taught sounds. Emergent writing.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read sentences containing red words and digraphs.</p> <p>Children will be at red or above in RWI.</p> <p>Writing Children will write labels/phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences and will be on purple level in RWI.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>

Writing station, roleplay, thank you letters, invitations, shopping lists, daily book vote-name writing. Writing during phonics. Writing challenges related to daily green and yellow challenges		Children will form letters correctly and begin to write CVC words.				
	Phonics: Read Write inc Follow whole class RWI	Phonics: Read Write inc Children in groups, follow RWI daily plans	Phonics: Read Write inc Children in groups, follow RWI daily plans	Phonics: Read Write inc Children in groups, follow RWI daily plans	Phonics: Read Write inc Children in groups, follow RWI daily plans	Phonics: Read Write inc Children in groups, follow RWI daily plans

Early learning Goals

Comprehension: 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 stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

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.

Writing

Write recognisable 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.

Specific Area – Maths

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number	Opportunities for settling in, introducing the areas of provision.	Focus on counting skills.	Focus on 6 and 7 as '5 and a bit'.	Counting larger sets and things that cannot be seen.	Subitise to 5.	Consolidation of number bonds to 5 and 10 including double facts.
Numerical Patterns	Key times of the day, class routines.	Focus on the 'five-ness of 5' using one hand and the die pattern for 5.	Compare sets and use language of comparison: more than, fewer than, an equal number to.	Subitising to 5, including in structured arrangements.	Introduce the rekenrek.	Consolidation of subitising to 5.
	Exploring the continuous provision inside and out. Where do things belong?	Comparison of sets - by matching.	Make unequal sets equal.	Composition – '5 and a bit'.	Automatic recall of bonds to 5.	
	Focus on counting skills.	Use the language of comparison: more than, fewer than, an equal number.	Focus on the 'staircase' pattern and ordering numbers.	Composition - of 10.	Composition of numbers to 10.	
				Comparison – linked to ordinality.	Compare numbers up to 10.	
				Play track games.	Number patterns.	

	Explore how all numbers are made of 1s.	Explore the concept of 'whole' and 'part'.	Focus on ordering of numbers to 8.		Counting beyond 20.	
	Focus on composition of 3 and 4.	Focus on the composition of 3, 4 and 5.	Use language of less than.			
	Subitising objects and sounds within 3. Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Practise object counting skills. Match numerals to quantities within 10. Verbal counting beyond 20	Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers.			
Shape, space and measure						
	Match, sort and compare	Talk about measure and patterns Circles with patterns	Shapes with 4 sides Explore 3D shapes	Mass and capacity Length, height and time	Add more and take away	

Early Learning Goals:

Number:

Have a deep understanding of number to 10, including the composition of each number. • 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.

Numerical Patterns:

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. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area – Understanding the World

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities.	<i>History: Past and Present</i> Children will know about their own life story and how they have changed.	<i>History: Past and Present</i> Children will know some similarities and differences between things in the past and now.	<i>History: Past and Present</i> Children will talk about past and present events in their lives and what has been read to them.	<i>History: Past and Present</i> Children will know about the past through settings and characters.	<i>History: Past and Present</i> Children will talk about the lives of people around them.	<i>History: Past and Present</i> Children will know about the past through settings, characters and events.
The Natural World	Show interest in the lives of other people who are familiar. <i>Geography: People, Culture and Communities</i> Children will know about features of the immediate environment.	I can recognise and describe special times or events for family or friends. Talk about significant events in my own experiences.	Celebrate Chinese New Year Talk about lives of people around us. <i>Geography: People, Culture and Communities</i> Children will know that there	Describe special events (Easter). <i>Geography: People, Culture and Communities</i> Children will know that simple symbols are used to identify features on a map.	<i>Geography: People, Culture and Communities</i> Children will know about people who help us within the community. <i>Science: The Natural World</i> Children will make observations	<i>Geography: People, Culture and Communities</i> Children will know that people in other countries may speak different languages. <i>Science: The Natural World</i>

	<p>Talk about what they do with their family and places they have been with their family.</p> <p><i>Science: The Natural World</i> Children will talk about features of the environment they are in and learn about the different environments.</p> <p>Talk about things I have observed such as autumn.</p> <p>Ask questions about aspects of familiar world Use their senses to explore outside and describe what they see; 'wet leaves'.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways – Christmas, Diwali, Bonfire Night.</p> <p><i>Geography: People, Culture and Communities</i> Children will know that people live all around the world.</p> <p><i>Science: The Natural World</i> Children will explore and ask questions about the natural world around them.</p>	<p>are many countries around the world.</p> <p>Knowing there are different countries in the world (China).</p> <p>Similarities and differences between countries/environments.</p> <p>Identify features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p><i>Science: The Natural World</i> Children will understand the terms 'same' and 'different'</p> <p>Describing and comment on things they have seen whilst outside, including plants and animals.</p> <p>Changing seasons: winter, ice experiments, melting.</p>	<p><i>Science: The Natural World</i> Children will make observations about animals discussing similarities and differences.</p> <p>Develop an understanding of growth and changes over time (chick lifecycle)</p> <p>Talk about some of the things I have observed such as plants, animals, natural and found objects and comment on differences.</p>	<p>about plants discussing similarities and differences.</p> <p>Describe what a plant needs to grow (growing a bean plant).</p> <p>Materials: Floating / Sinking – boat building.</p>	<p>Children will know some important processes and changes in the natural world, including states of matter.</p> <p>Talk about ways in which I can look after the environment.</p>
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Early Learning Goals:

People. Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: 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

Specific Area – Expressive Arts and Design

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials</p> <p>Being imaginative and Expressive</p>	<p><i>Being Imaginative and Expressive</i> Build stories around toys (small world) use available props to support role play.</p> <p>Music: Children will sing and perform nursery rhymes.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing.</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p> <p>Build models using construction equipment, loose parts and recycled materials.</p> <p>To draw and paint a self-portrait.</p>	<p><i>Being Imaginative and Expressive</i> The use of story maps and puppets to encourage children to retell stories.</p> <p>Music: Children will experiment with different instruments and their sounds.</p> <p>Nativity role play & performance</p> <p>Art & Design: Creating with Materials Children will experiment with different textures (firework pictures).</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems.</p>	<p><i>Being Imaginative and Expressive</i> Children will create narratives based around stories.</p> <p>Music: Listen to music and make their own dances in response.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>Explore how colour can be changed.</p> <p>Making lanterns, Chinese writing, puppet making.</p> <p>Use various construction materials to build a variety of different transports.</p>	<p><i>Being Imaginative and Expressive</i> The use of story maps, props, and puppets to encourage children to retell, invent and adapt stories.</p> <p>Music: Children will move in time to the music.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Make patterns using different colours.</p> <p>Oil pastel drawings.</p> <p>Combine media to make a collage.</p> <p>Easter crafts printing, patterns on Easter eggs.</p>	<p><i>Being Imaginative and Expressive</i></p> <p>Music: Children will play an instrument following a musical pattern.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings</p> <p>Create artwork collaboratively.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p><i>Being Imaginative and Expressive</i> Children will invent their own narratives, stories and poems.</p> <p>Music: Perform songs with others.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>Water pictures, collage, shading by adding black or white.</p> <p>Making models from recycled materials: link to keeping our sea clean.</p> <p>Using clay create sculptures.</p>

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.