



King's Hill Primary School

Early Years Curriculum Overview

This learning overview provides a guide into children's learning experiences in the Foundation Stage. We follow the Development Matters document ensuring that learning opportunities cover all the different areas and bands of the EYFS curriculum, allowing children's knowledge and skills to develop and for them to progress. The learning opportunities continue to be enhanced and adapted throughout the year as children develop and build upon own unique experiences and interests.

Through the continuous provision, children are given many opportunities for child-initiated investigation and play, developing the characteristics of effective learning. Learning is enhanced through rich, stimulating activities and opportunity to develop greater depth. Planning meets the needs of the children in the setting at the time, ensuring there is adequate challenge and WOW moments. Singing and playing games play a key part in our curriculum and children hear regular stories in class. We support children's vocabulary by making sure new and exciting words are introduced and we encourage children to speak in full sentences, which is part of the mastery approach.

In Nursery continuous provision supports the prime areas and daily activities are put out and planned to support these. This will cover the whole EYFS curriculum, activities from all areas will be provided through teacher led and child initiated activities giving children chance to embed, explore and extend their learning. Next steps will be established as will children's interests enabling other activities to be provided to support these.

Assessment

Nursery - Baseline assessment within the first 6 weeks of the child starting (WELCOMM assessment used if required)

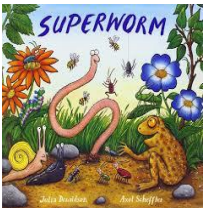
Reception - Baseline Assessment within the first 6 weeks of the child starting in Reception (RBA)

Phonics/early reading/writing/mathematical skills – ongoing

Progress tracked throughout the year - End of EYFS – Good Level of Development outcomes

Nursery: N1 (2 - 3 Year Olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Themes (but not limited to)	Nursery Rhymes	Weather and Seasonal Changes	Me and My Family	Animals Everywhere	Creepy Crawlies	Growing and Planting
Possible Lines of Enquiry Use a range of picture books to talk to the children about and ask questions and build their vocabulary (texts are just ideas, others to be used as well)	Nursery Rhymes  Focus on one rhyme per week to consolidate the words and actions. Looking at rhyming words. Diwali / Bonfire	Wakey Wakey Brown Bear  Driving my Tractor  Listen, Listen 	Who's in my Family  Is that your Mama?  Lulu's Nana Visits 	Say Hello to the Baby Animals  Am I Yours?  Dora's Eggs 	Caterpillar's Wish  Mad About Minibeasts  Walter's Wonderful Web 	Oliver's Vegetables  A seed in need  Lola Plants a Garden 

		<p>Leaf Man</p>  <p>The Leaf Thief</p>  <p>Christmas / The Nativity Story</p>	<p>The Tiger Who Came to Tea</p>  <p>A New House for Mouse</p>  <p>Owl Babies</p> 	<p>Dear Zoo</p>  <p>A Rumble in the Jungle</p>  <p>We're going on a Lion Hunt</p> 	<p>The Bad Tempered Ladybird</p>  <p>Superworm</p>  <p>Norman the slug with the silly shell</p> 	<p>Jasper's Beanstalk</p>  <p>The Tiny Seed</p>  <p>Sam plants a Sunflower</p> 
Maths	Action songs Primary colours Counting rhymes	Sorting Matching pairs Counting songs	Counting songs Inset resources Pattern	Ordering by size Compare weight Counting songs	More and less Sequencing Introduce shape Counting songs	1:1 correspondence Shape Counting songs
Communication Language and Literacy	Learning to sit and listen for short periods. Be able to join in repeated refrains in	Talk about cold places using pictures. What are they like? - Discuss clothing	<i>New intake - Learning to sit and listen for short periods</i>	Talk about the illustrations and respond to simple questions: - Who	Using the story as a starting point, take part in related activities and talk	Talk about the story - Who are the characters? - Can you give a simple description?

	stories and nursery rhymes. Talk about the characters in rhymes and stories	- Answer questions about the weather - Talk about animals that live in cold climates	Talk about themselves and family. Recognise pictures of the area/logos and share their own experiences. Discuss emotions.	- What - Where	about what they are doing. Identify familiar objects in the story and its properties.	
Physical Development	Gross Motor: Squiggle whist you wiggle Fine Motor: Cutting, around shapes	Gross Motor: Large movements outside with pavement chalk Fine Motor: Brushes to paint ice Use crayons to draw a penguin	Gross Motor: Large clockwise and anti- clockwise movements Fine Motor: Using paint brushes of various sizes to paint picture of themselves/faces	Gross motor: Squiggle while you wiggle Fine motor Threading Cutting Sticking	Gross Motor: Use of bikes/trikes Fine Motor: Mark making using a range of equipment	Gross Motor: Use of bikes/trikes Use of large garden play equipment Fine Motor: Mark making using a range of equipment
Understanding the world	Where are the characters in the rhymes? Different places	Hot and cold Weather	Comparing similarities and differences	Finding out where animals live	Looking at bugs closely, using magnifying glasses	Looking at plants and vegetables Planting
Art and DT	Create pictures using shapes Make small models with boxes and cardboard tubes	Use a range of craft items to decorate pictures and cards	Paint picture of themselves Hand prints	Collage pictures, using materials for texture	Making bugs using a range of materials that the children can choose from	Printing using vegetable shapes
PSED	Opportunities to share with others, co-operate and collaborate	Getting to know each other activities Opportunities to share with others	Getting to know each other activities	Cooperate and collaborate	Co-operate and collaborate Begin to use social stories to resolve conflict	Use social stories to resolve conflict
Trips, visits and experiences					Explore the woodland area	Local area – shop to buy vegetables

Nursery: N2 (3 - 4 Year Olds)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	Starting Nursery About Ourselves	Festivals and Celebrations	Once Upon a Time	Bears	Mythical Creatures	Farms and Growing
Possible lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascinations)	Starting Nursery - Exploring our environment, learning rules and routines, making friends About Ourselves - Self-portraits, our body, who is in our family, where we live, how we have grown, occupations, looking after pets	Fire safety, Fire station, Fireworks Let's celebrate Diwali Ice and snow, Cold places, animals that live there/What to wear Let's celebrate Christmas/Christmas Story Chinese New Year Foods/let's celebrate/Chinese objects and food tasting	Activities based around different traditional tales. Learning story language 'Once upon a time' 'Happily ever after' Growing beans Building houses/materials/bridges Building the story and sequencing events. Responding to the characters.	Exploring different habitats of bears. Teddy Bears Picnic, making healthy choices Familiar routes, linked to going on a journey in 'Going on a Bear Hunt' Road safety (Walk to the shops to buy ingredients) Daily routines/ Day and Night	Fiction and Non-Fiction, what is real and what is make believe Designing our own mythical creatures Creating costumes Making up our own stories based on a character	Mini beast bug hunts. Fly or crawl? Changes. Be able to sequence 'The Very Hungry Caterpillar' story in the correct order Farms/farm animals and transport How does our food grow? Where does our food come from? Investigate different fruit and vegetables. Healthy Eating

<p>Suggested texts (other texts can be used)</p> <p>Here's a Little Poem (to be incorporated as appropriate) (PoR)</p>	<p>LuLu's First Day</p> 	<p>Winnie's Pumpkin</p> 	<p>Jack and the Beanstalk</p> 	<p>The Bear and the Scary Night</p> 	<p>The Baddies</p> 	<p>What the Ladybird Heard (PoR)</p> 
	<p>On Sudden Hill (PoR)</p> 	<p>The Littlest Yak (PoR)</p> 	<p>Hansel and Gretel</p> 	<p>Where's my Teddy?</p> 	<p>Don't Call Me Sweet</p> 	<p>A Visit to the Farm: Collins Big Cat</p> 
	<p>Paper Dolls</p> 	<p>Iris and Isaac (PoR)</p> 	<p>The Three Little Pigs</p> 	<p>The Everywhere Bear (PoR)</p> 	<p>Eat Your People</p> 	<p>The Very Hungry Caterpillar (PoR)</p> 
	<p>Elf on the Shelf</p> 	<p>Goldilocks and the Three Bears</p> 	<p>Biscuit Bear (PoR)</p> 	<p>Milo's Monster</p> 		

	<p>I Like Bees, I Don't Like Honey</p>  <p>Our Very Own Dog (PoR)</p>  <p>Diwali/bonfire</p>	<p>Kipper's Birthday</p>  <p>Nativity Story</p>	<p>No Dinner (PoR)</p>  <p>The Runaway Chapati (PoR)</p> 	<p>We're Going on a Bear Hunt (PoR)</p>  <p>Peace at Last</p> 	<p>We're going to find the Monster (PoR)</p> 	<p>The Runaway Pea (PoR)</p> 
<p>Maths</p> <p>EYFS Curriculum – Development Matters</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Introduce one to one correspondence</p> <p>Explore 2D Shape</p> <p>Environmental Shapes</p>	<p>Counting Songs</p> <p>Counting Groups of Objects (cardinal aspect of number)</p> <p>Number Recognition</p> <p>Number Matching</p> <p>Explore 2D Shape (properties of) E.g Can you tell me</p>	<p>Counting Songs</p> <p>Introduce fastest finger (Showing amounts to 5)</p> <p>Number Recognition</p> <p>Introduce Number Formation</p> <p>Counting from a pile</p>	<p>Counting Songs</p> <p>Fastest finger</p> <p>Number Recognition</p> <p>Number Formation</p> <p>Ordering Numbers 1-5</p> <p>Identifying 'More than' 'fewer than'</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Missing Number 1-5</p> <p>Number Formation</p> <p>'More than', 'fewer than, same amount'</p>	<p>Counting Songs</p> <p>Number Recognition</p> <p>Introduce 'one more'</p> <p>Number Formation</p> <p>Use all previous activities to embed knowledge</p>

	<p>Count number of children in family group altogether</p> <p>Introduce days of the week</p>	<p>something about your shape?</p> <p>Sorting Objects into 2 groups</p> <p>Positional Language – follow instruction</p> <p>Count number of children in family group – How many girls/ How many boys?</p> <p>Maths week</p>	<p>Introduce 5 frame</p> <p>Subitising</p> <p>Identifying Patterns around us</p> <p>Shape Pictures (2D)</p> <p>Explore 3D Shape</p> <p>Positional Language – follow instruction and describe position.</p> <p>For our family group Comparing numbers - Are there more girls or boys? Are there less girls or boys</p> <p>What day was it yesterday?</p>	<p>Build on 5 frame use (with follow up activities)</p> <p>Subitising</p> <p>Numicon</p> <p>Repeating Patterns</p> <p>Size and Length Language</p> <p>Explore 3D Shape (properties of)</p> <p>Construct using 3D shapes</p> <p>Positional Language – Describe a familiar route</p>	<p>5 frame consolidation (follow up activities)</p> <p>Numicon</p> <p>Repeating Patterns Using Everyday Objects</p> <p>Weight</p> <p>Size Language and Ordering by Size</p> <p>Shapes and Properties</p> <p>What day will it be tomorrow?</p> <p>Experiment with Mathematical marks and symbols</p>	<p>Reinforcing use of 5 and introduce 10 frames</p> <p>Capacity</p> <p>Experiment with Mathematical marks and symbols</p>
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	<u>Little Wandle - Rhyme Time</u>	<u>Little Wandle – Rhyme Time</u>	<u>Little Wandle – Rhyme Time</u>	<u>Little Wandle – Rhyme Time</u>	<u>Little Wandle – Rhyme Time</u>	<u>Little Wandle – Rhyme Time</u>
Phonics Daily opportunities for singing and stories	1,2,3,4,5 Once I Caught a Fish Alive	Hickory Dickory Dock	Jack and Jill	One, Two, Buckle my Shoe	Row, Row, Row your Boat	The Wheels on The Bus
	A Sailor Went to Sea	Humpty Dumpty	Mary, Mary Quite Contrary	Pat a Cake	The Grand Old Duke of York	Twinkle Twinkle Little Star
	Baa, Baa Black Sheep	Incy Wincy Spider	Miss Molly had a Dolly	Ring-a, ring- a, roses	<u>Tuning into Sounds</u>	Wind the Bobbin Up
	Down at the Station	Sound focus: s, a, t, p, i, n	<u>Tuning into Sounds</u>	Round and Round the Garden	Sound focus: j, v, w, y	<u>Tuning into Sounds</u>
	Hey Diddle Diddle	What's in the Box	Sound focus: m, d, g, o, c, k	<u>Tuning into Sounds</u>	What's in the Box	Sound focus: z, x, reconsolidation of previous sounds
	Listening: What's the Sound?	Sound Game	What's in the Box	Sound focus: e, u, r, h, b, f, l	Sound Game	What's in the Box
	Listening: Sound Patterns	Blend from the Box	Sound Game	What's in the Box	Blend from the Box	Sound Game
	Syllables: Tap the Syllables	Oral Blending games	Blend from the Box	Sound Game	Oral Blending games	Blend from the Box
	Rhyming: Join in		Oral Blending games	Blend from the Box		Oral Blending games
	Sound Knowledge: Voice Sounds			Oral Blending games		
	Sound Knowledge: Fast/Slow/Loud/ Quiet					

<p>Communication and Language</p> <p>Valued throughout the setting and supported as part of the daily offer</p> <p>Supported through daily routines /environment as well as small group and continuous provision</p>	<p>Hello and Welcome, greeting their friends and Nursery Staff</p> <p>Learning each others names</p> <p>Answering their name in the register</p>	<p>Describe and talk about pumpkins</p> <p>Talk about celebrations that are special to them, how do they celebrate with their families</p>	<p>Retell main parts of the story, talk about the characters in the books, describe what they see in the illustrations</p> <p>Listen to others ideas and offer own ideas.</p> <p>Talk about changes from bean to bean plant, what happens, what do we need to do to take care of our plant.</p>	<p>Understanding simple questions, using who, what, where and why linking to the stories, and to respond appropriately</p> <p>Use language linked to stories in their free play</p> <p>Use talk to organise themselves and their play, eg teddy bears picnic</p> <p>Join in with repeated phrases in stories eg, We're going on a bear hunt</p>	<p>Hold back and forth conversations with both adults and their peers, expressing their own opinions</p> <p>To correctly use tenses</p> <p>Be able to express a point of view, eg designing their monster, likes and dislikes.</p> <p>Recall important points in stories</p>	<p>Retell the story 'A very hungry caterpillar' using props</p> <p>Order the food using first, next, then</p> <p>Talk about the changes before turning into a caterpillar.</p> <p>Animal sounds</p> <p>Describe farm animals and their young name them</p> <p>Talk about the visit to the farm. What things did you see? What was your favourite part?</p> <p>Describe the changes from the egg into the chick</p>
	<p>Listen to and follow simple instructions</p> <p>Look at photos of themselves and their teachers to talk about how they have changed</p> <p>Talk about what they could do when they were a baby and what they can do now</p> <p>Talk about how they celebrate birthdays, share ideas and experiences</p> <p>Listen to stories and respond appropriately</p>	<p>Fire Safety Talk (Possible fireman talk in school)</p> <p>Describe fireworks using words like whizz, bang, pop.</p> <p>Talk about Ice and snow</p> <p>Talk about weather and cold places what they are like and talk about suitable clothing (in contrast to when the weather is warm).</p> <p>Answer questions about the weather</p> <p>Learn Nativity songs</p>				

Physical Development Gross Motor	Use of large garden play equipment Kicking a ball Dough disco	Firework movements Moving and balancing Musical Statues Bikes and outdoor equipment Go up steps and stairs with increasing independence Dough Disco	Large movements based around traditional tales and rhymes Use large muscle movements to wave streamers, paint and mark make	We're going on a Bear hunt obstacle course Collaborate with others to move large items, such as planks, safely Moving through different things such as water	Movement to music, remembering sequences of movement and patterns Skip, hop and hold a pose, balance on one leg	Sports day activities Jumping, running, balancing, Animal movement/moving on the farm Activities that help keep us fit
	Fine Motor skills Mark make/formatting lines using a variety of media Sand, flour, rice Use a variety of tools pencils, crayons, brushes to make marks Decorating cupcakes, making fruit skewers	Tees and Hammers - pumpkins Winding movements to create wands Painting with ice/Using pipettes Using a lolly stick to create a firework picture Use circular motions and shaving foam	Threading using a variety of resource Name tracing Recognise healthy choices about foods Cutting skills, following straight lines Painting with increasing control using different sized brushes	Decorating biscuits Spreading and cutting activities – Make a sandwich for our picnic Letter formation in different media Cutting skills such as following a curved line Use of large crayons to a path for our large scale map	White board letter formation Use a comfortable grip when using mark making tools. Draw with increasing complexity and detail To begin to form some letters of their name independently	Independent name writing Copy other words in different media and use of pencils (If children are ready) Veggie Tuff Tray - Cutting, chopping, squeezing, spreading Veggie printing

	<p>Build independently with a range of resources</p> <p>Cutting skills, such as snipping, cutting playdough</p>	To show increasing control over fastenings such as zips		Write the first letter of their name	<p>Making healthy choices about foods and activity.</p> <p>Talk about good oral hygiene skills</p>	
<p>UTW</p> <p>RE</p> <p>History</p> <p>Geography</p> <p>Science</p>	<p>Ourselves,</p> <p>Understand their own history How they have changed from baby to child. How others have changed</p>	<p>Celebrate Christmas</p> <p>Celebrate Diwali</p> <p>Guy Fawkes story (brief mention)</p> <p>Cold places vs Hot places on the map What would you need if you went there? Weather</p> <p>Change of state Snow and Ice Melting chocolate What makes things melt? How can we</p>	Easter	<p>Old bear/New bear Differences between old and new Why was old bear put in the attic?</p> <p>Different types of landscapes/feature River, cave, snowstorm, forest</p> <p>To connect with local area identify places local to them using pictures</p> <p>Day and Night differences between Nocturnal animals</p>		Eid

	<p>Changes as we grow from baby to child What are we able to do now?</p>	<p>rescue the animals from the ice</p>	<p>Grow a beanstalk Talk about changes from bean to bean plant, what happens, what do we need to do to take care of our plant.</p>	<p>Science week</p>	<p>Life cycle of a chick/ duck</p>	<p>Life cycle of a butterfly</p> <p>Investigating bugs</p> <p>Growing plants/flowers /veg What do they need to grow the best?</p>
<p>EAD (Art, DT and Music)</p>	<p>Self portraits</p> <p>Junk Modelling pirate ships</p> <p>Making crowns</p> <p>Painting pictures of dogs</p> <p>Birthday Cards</p> <p>Party Hats and decorations</p>	<p>Bhangra dancing</p> <p>Paint pictures of fireworks</p> <p>Scooping out pumpkins</p> <p>Clay diva lamps</p> <p>Make a magic wand</p> <p>Paint ice</p> <p>Draw a penguin</p> <p>Make a Christmas card</p> <p>Make a calendar</p> <p>Christmas decorations</p>	<p>Build a chair for baby bear</p> <p>Build houses from straw, sticks and bricks, exploring which materials are most suitable</p> <p>Draw a beanstalk, talk about the features of plants</p> <p>Make a postbox with junk modelling materials</p>	<p>Paint and collage on to large paper to recreate the bear hunt</p> <p>Pictures of bears using different media, eg: collaging, painting, charcoal drawings</p> <p>Colour mixing, adding black and white to make different shades</p> <p>Drawing bears, draw with increasing complexity, adding features</p>	<p>Make a chick using feathers</p> <p>Painting mythical creatures</p> <p>Making monsters with clay</p> <p>Create their own small world set ups using available resources</p>	<p>Finger paint a caterpillar</p> <p>Draw the food he eats each day</p> <p>Paint a butterfly (Introduce symmetry)</p> <p>Make hand print farm animals</p> <p>Draw farm a tractor (Using shapes)</p> <p>Paint pictures using fruit and veg</p> <p>Grow a garden in a tray (Small group)</p>

PSED EYFS Curriculum Development Matters.	Opportunities to share with others turn take Making new friends/How to be a good friend Class rules and routines Getting to know each other activities	Opportunities to share with others Circle Time - Social stories to resolve conflict Resilience/ Keep Trying How others celebrate	Through story books Recognising own emotions and those in others Opportunities to co-operate and collaborate	Social stories using puppets to resolve conflict Being Brave/Trying new things Opportunities to co-operate and collaborate	Being thankful and kind to others What is right and wrong (scenarios) Opportunities to co-operate and collaborate	Social stories using puppets to resolve conflict Opportunities to co-operate and collaborate Telling the Truth Preparing for Reception
Cooking	Bake and decorate a birthday cake for kipper	Chocolate sparklers Christmas biscuits Fruit skewers	Porridge Easter Nest Cakes Making Chapatis	Sandwiches Bear shapes biscuits	Marshmallow Monster Cakes (rice crispies) Pizzas	Milkshakes Fruit Skewers
Trips, visits & Experiences	Freshwater Theatre visit	Santa's Grotto Parent's Christmas Craft Nativity	Walk to the postbox	'Teddy bears picnic' World book day Easter bonnet parade	Egg/chick experience	Caterpillar to butterfly experience Sports Day Trip to the farm Graduation

Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Marvellous Me	Fire and Ice	Space and Stars	Spring and New Life	Come Outside	Wonderful World
Themes NB: <i>These themes may be adapted at various points to allow for the development of children's interests</i>	How do we feel- emotions/ starting school/ my new class Who is special to us? My family and I What is special to us? Following rules Our amazing bodies Keeping healthy People who help us	Diwali/bonfire celebrations Seasons Different environments Winter-Where does snow and ice come from? Christmas celebrations	What is space like? What is Earth made out of? What is the role of an astronaut? Is it possible to live on the moon or other planets? How many stars are there?	Plants Dinosaur egg, dinosaur footprints, VR dinosaur video Chicks	Plants, exploring food (healthy food choices), gardening Summer, Mini beasts (insects), Nocturnal animals	Where is Africa? Going on holiday. Send me a postcard! Seaside. Where in the world?
Main texts	Colour Monster Ruby's Worry Hello Friend Meesha Makes Friends Harry & the Dinosaur's start school	Blue Penguin Lost and found Stick man The Best Diwali Ever Nativity story	Astro Girl The way back home Super Daisy Superhero like you	Errol's garden Eco Girl The Gigantic Turnip The lighthouse keeps lunch Mr Wolf's Pancakes	The Gruffalo Yucky worms Caterpillar cake Oliver's Vegetables Oliver's Fruit Salad	Handa's surprise Stanley's stick Commotion in the ocean Harrold Finds a Voice Rainbow Fish
Wow opportunities & experiences	Visitors in school - Nurse	Panto Santa's Grotto	Explorer Dome Visit from Librarian Visit from Fire Fighters	Dinosaur Egg Ducklings Easter Egg Hunt	Trip to the farm Road Safety Activities	Sports day

Parental engagement opportunities	Parent workshops Parents evening	Nativity Performance	Parent workshops	Science exhibition Mid-term reports Easter bonnet parade	Parent workshops	Sports day End of year reports New parent meetings
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space and Stars	Spring and New Life	Come Outside	Wonderful World
Communication and Language	<p>Settling in activities Making friends Children talking about experiences that are familiar to them. Talking about family routines and special occasions. Show an interest in the lives of other people. Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?") Getting to know your new friends.</p>	<p>Following instructions from adults Sitting down during story time to listen to a story. Joining in with singing and nursery rhymes. Learning rhymes, poems and songs. Using talk to organise themselves within their play. Re-telling the stories through continuous provision. Develop vocabulary Listening and responding to stories Taking part in discussion</p>	<p>Respond to friends and adults in a positive way. Starts conversations with adults and peers. Using talk within their play. Using language well Asks how and why questions... Retell a story with story language Remember key points from a story – story maps Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Following 2 part instructions. Listening to conversations, they are interested in. Speaking in the correct tense. Articulating ideas and thoughts into well-formed sentences using connectives. Explain how things work and why they might happen, E.g. life cycle of ducklings Listen to and engage in and talk about selected non-fiction . Ask questions to find out more</p>	<p>Understands how and why questions. Talk about familiar books Singing a selection of songs. Starts conversations with adults and friends and continues them. Engages in story times, building familiarity and understanding. Learning new vocabulary. Ask questions to find out more and check understanding. Recite, rhymes and songs. Describes events in detail. Retells own stories.</p>	<p>Understands who, what where and when questions. Telling short stories. Using a wide range of vocabulary. Reciting poems, songs and rhymes independently. Retelling their own stories. Explaining how things work and what might happen. Developing passions. Describe events in detail e.g. Trip to the farm. Talks about similarities and differences between things in the past and now first year at</p>

	<p>Knowing how to organise their belongings. Talking about experiences that are familiar to them. Wellcom Learning different nursery rhymes every week.</p>	<p>Understand how to listen carefully and why listening is important. Performing the Nativity</p>	<p>Describe events (Lunar New Year) Listen to and talk about stories to build familiarity and understanding.</p>			<p>school and can talk about experiences at different points in the school year</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space	Spring and New life	Come outside	Wonderful World
Personal, Social and Emotional Development	<p>Beginning to talk about 'basic' feelings like happy and sad. Selecting and using activities with help when needed. Knowing what the need for different activities eg. Apron for painting, waterproofs outside etc.</p>	<p>Recognises when they might be feeling happy or sad and letting an adult know. Joining in with tidy up time and other parts of the daily routine. Showing interest in others, starting to make friends.</p>	<p>Explore further feelings such as angry, scared surprised and excited. Playing alongside friends. Recognises their own belongings and knows to store them on their own peg or drawer.</p>	<p>Talking about things that they do and do not like doing. Knowing things that they need help with and what they can do independently. Taking turns in games and group activities. Children are prompted to help with daily tidy up routines such as sweeping, wiping tables.</p>	<p>Taking turns o group games and activities. Developing resilience when things don't always go as planned. Following class rules and able to wait their turn with something. Understanding if they have not made the right choices.</p>	<p>Understanding how to manage 'uncomfortable' feelings. Beginning to resolve conflicts with adult support. Playing with one or more children during choosing time and extending play ideas.</p>

	<p>Can talk about feelings, 'jealous' 'worried', and 'frightened' and is aware of synonyms for previously learnt feelings.</p> <p>Recognises when they might be finding an emotion tricky & are able to ask for help with 'uncomfortable' feelings.</p> <p>Recognises the feelings of characters in stories.</p> <p>Recognises when and how to respond to a friend with sensitivity.</p> <p>Able to explain what they are good at.</p>	<p>Understand the class rules and why we need to follow them.</p> <p>Able to explain what they are good at and what they need to practice.</p>	<p>Recognises when they might be feelings different emotions such as 'jealous', 'worried', 'scared' and responds appropriately.</p> <p>Tells others how they have made them feel.</p> <p>Playing in a group, sharing and extending ideas.</p> <p>Being responsible for cleaning up indoor and outdoor area and tidy up after themselves.</p> <p>Persevering to reach their goal.</p> <p>Taking turns in small groups.</p>	<p>Playing in a group, sharing and extending ideas.</p> <p>Awareness of stranger danger.</p> <p>Able to work independently within the classroom clearing away resources that have been used and choosing something else. Asking others if they need help.</p>	<p>Can articulate how they are feeling.</p> <p>Expresses feelings and those of others. Shows perseverance and resilience face of challenge.</p>	<p>Understanding that we grow from babies and adults. Can name parts of the body. Can think of things that keep us healthy. Can express worries and things to look forward to in Year One. Share memories of Reception year.</p> <p>Taking part in sports day-winning and losing.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space	Spring and New life	Come outside	Wonderful World
Physical Development	Sitting on the carpet/at a table for short periods of time. Beginning to join in with adult led	Throwing a ball with both hands. Catching a ball from a short distance. Holding onto a parachute	Travelling across mats in a range of ways. Balancing along a beam and moving with	Using a range of underarm and overarm throws. Rolling, throwing, and stopping a range	Continuing to develop catching, throwing, kicking, rolling and bouncing skills. Completing obstacle	Consolidating skills built up over the term with throwing, catching, kicking and riding bikes. Develop

	activities. Can start to move in different ways such as walking, crawling, or climbing. Develops skills of running, skipping, hopping, balancing, jumping, changing direction and avoiding obstacles.	during parachute games. Dancing and moving to music. Developing range of movements through dance. Riding balance bikes and scooters. Balancing on various types of equipment. Collaborates with others to manage large items	confidence Demonstrate basic balance Balancing quoits and beanbags on heads. Using rolling pins and playdough knives within their playdough play. Practice using large muscle movements to create vertical and horizontal lines. Children can walk, crawl, run, hop, jump and skip with increasing control.	of different size balls. Catching a ball from a short distance. Kicking a large ball in a straight line. Dribble in and out of targets. Riding trikes independently. Exploring further one-handed tools such as hammers.	activities, children moving through, under, over equipment.	effective jumping and throwing techniques. Jumping over hurdles, throw in varying distances ways and, developing accuracy.
	Threading, cutting, weaving, playdough Daily Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on.	Threading, cutting, weaving, playdough. Show preference for dominant hand. Using comfortable grip with good control. Opportunities for cutting activities to use scissors with more precision. Using small and large muscle movements to produce diagonal lines. Develop muscle tone to put pencil pressure on	Threading, cutting, weaving, playdough Daily Fine Motor activities. Using large and small muscle movements to create x and triangles. Changing clothes independently. Encourage children to draw freely. Holding Small Items /	Threading, cutting, weaving, playdough Daily Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Build things with smaller linking blocks, such as Duplo or Lego.	Opportunities for plenty of fine motor development, including threading, weaving, playdough and cutting. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough Daily Fine Motor activities. Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Draw pictures that are recognisable.

		paper. Structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Button Clothing / zips Cutting with Scissors Healthy eating			
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space and Stars	Spring and New Life	Come Outside	Wonderful World
Literacy	Holds a book carefully, and turn the pages from left to right. Listens to stories during carpet time. Talks about the job of authors and illustrators. Enjoys reading for pleasure and builds up confidence with reading, and fluency and understanding of the book. Points out words that rhyme. Answering closed questions involving literal retrieval. Talks about events and characters in a story read to me.	Talk about stories that we have been reading. Recognises their name. using vocabulary learnt within role play.	Enjoy choosing books to read and books to take home. Understands why we have books. Enjoying sharing books with adults and peers. Continuing to develop their love of reading. Enjoys listening to books both fiction and non-fiction. Re read books to build up confidence in word reading, fluency understanding and enjoyment. Shows interest and answer simple questions about the text	Continue sharing stories and develop a love of sharing books. Demonstrate understanding when talking about what has been read. Answering open ended questions. can explain the difference between fiction and non-fiction books.	Engages in conversations about stories, learning new vocabulary. Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Makes predictions on what might happen next. Play influenced by experience of books.	Can identify the front cover, back cover, spine and title of books. Have an awareness of pages, words and letters. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.

	<p>Phonic Sounds: Little Wandle Whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Little Wandle Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: Little Wandle Differentiated groups Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: Little Wandle Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: Little Wandle Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: Little Wandle Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>
Phonics	<p><u>Little Wandle -Phase 2 graphemes</u> Know grapheme phoneme correspondence of 19 letters. S, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Oral blending and teacher led blending. Week 4 blending cvc words. Tricky words (is, I the).</p>	<p><u>Little Wandle -Phase 2</u> Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk. Words with – /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags). Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p><u>Little Wandle -Phase 3</u> Recognise digraphs – ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er. Words with double letters, longer words. Tricky words was you they, my by all, are sure pure.</p>	<p><u>Little Wandle -Phase 3</u> Review Phase 3. ai ee igh oa oo ar or ur oo ow oi ear. Review all taught so far Phase 3: er air Secure spelling words with double letters longer words. Words with two or more digraphs. longer words words ending in –ing compound words. longer words words with s /z/ in the middle. words with –s</p>	<p><u>Little Wandle -Phase 4</u> short vowels CVCC CCVC said so have li_e some come love do. short vowels CCVCC CCCVC CCCVCC were here little says. Compound words there when what one. Root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today</p>	<p><u>Little Wandle -Phase 4</u> Review all taught so far long vowel sounds CVCC CCVC. long vowel sounds CCVC CCCVC CCV CCVCC Secure spelling. Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/</p>

				/s/ /z/ at the end. words with -es /z/ at the end		root words ending in: -er, -est longer words
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space and Stars	Spring and New Life	Come Outside	Wonderful World
Maths	Maths Numbers to 5 Comparing to groups within 5 Shape 3D and 2D	Change within 5 Number bonds to 5 Space-positional language	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure-length height & weight	Number bonds to 10 Subtraction Exploring Patterns	Counting on and counting back Numbers to 20 Numerical Patterns	Shape Measure Sorting Time Composition of number Consolidation

Science		Change of state Snow and Ice Melting chocolate What makes things melt? How can we rescue the animals from the ice	Grow a beanstalk Talk about changes from bean to bean plant, what happens, what do we need to do to take care of our plant.	Day and Night differences between Nocturnal animals Science week	Life cycle of a chick/ duck	Life cycle of a butterfly Investigating bugs Growing plants/flowers /veg What do they need to grow the best?
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General themes	Marvellous Me	Fire and Ice	Space and Stars	Spring and New Life	Come Outside	Wonderful World
Expressive Arts and Design	Using pre-made paints to create art work and starting to name colours we would like to use. Self portraits Junk Modelling pirate ships	Singing familiar songs. Moving to music. Exploring with PVA glue, sticking materials onto paper Bhangra dancing Paint pictures of fireworks	Using hands, feet and fingers to paint. Naming colours they would like to paint with. Build a chair for baby bear Build houses from straw, sticks and	Paint and collage on to large paper to recreate the bear hunt Colour mixing, adding black and white to make different shades	Creating artwork with feathers, tissue paper, materials etc. Make a chick using feathers Painting mythical creatures	Selecting musical instruments and playing in time to music Finger paint a Make hand print farm animals

	<p>Making crowns</p> <p>Painting pictures of dogs</p> <p>Birthday Cards</p> <p>Party Hats and decorations</p>	<p>Scooping out pumpkins</p> <p>Clay diva lamps</p> <p>Make a magic wand</p> <p>Paint ice</p> <p>Draw a penguin</p> <p>Make a Christmas card</p> <p>Make a calendar</p> <p>Christmas decorations</p>	<p>bricks, exploring which materials are most suitable</p> <p>Draw a beanstalk, talk about the features of plants</p> <p>Make a postbox with junk modelling materials</p>	<p>Drawing bears, draw with increasing complexity, adding features</p>	<p>Making monsters with clay</p> <p>Create their own small world set ups using available resources.</p> <p>caterpillar</p> <p>Draw the food he eats each day</p>	<p>Draw farm a tractor (Using shapes)</p> <p>Paint pictures using fruit and veg</p> <p>Grow a garden in a tray (Small group)</p>
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