

EYFS (Reception) Curriculum Overview/Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus topics	All about Me Starting school My new class	Autumn Celebrations Space Light and Dark A	Winter Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world Superheroes.	Spring People who help us.	Summer Minibeasts	Summer Seaside
Key Events	Transition Birthdays Harvest	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas	Winter Walk Pancake Day Chinese New Year Food tasting – different cultures	World Book Day Mother's Day Easter Internet Safety Day Easter	Farm visit Caterpillar/Frog transformation	Seaside visit Transition Healthy Eating Week Sports Day
Read to Write Stories Texts	The Something	Star in a jar	Juniper Jupiter	Little Red	The extraordinary Gardner	The Storm Whale.
Other Key Texts	The Colour Monster Dogger The Tiger who came to Tea A Great Big Cuddle- poetry The Owl and the Pussy Cat-Poetry Lost and found	Rama and Sita The Jolly Christmas Postman Christmas Stories/Nativity Rocket full of Space Poems The Lost Stars Beegu How to Catch a Star	Superhero -Poetry Superbat Otigami Girl My mum is a Superhero George Saves the World by Lunchtime.	The Tiny Seed Oliver's Vegetables One Plastic Bag Jasper's Beanstalk Titch Billy and the Dragon After the Fall	The Very Hungry Caterpillar Seed to plant-Non-Fiction It Starts with a Seed Kate who Tamed the Wind Oliver's vegetables	Seashore A First Book of the Sea The Sea Saw Three by the Sea
Literacy - Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. <i>Actions to retell the story.</i> <i>Story Maps.</i>	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Floppy's Phonics. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. <i>Information leaflets about animals in the garden/plants and growing.</i> <i>World Book Day Activities.</i> <i>Timeline of how plants grow.</i>	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

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<p>Literacy - Word Reading</p>	<p>Linking sounds to letters. Phonic Sounds: Floppy's phonics s,a,t,p,in,m,d,g,a Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p> <p>Tap,at,sap,pat,sat.</p>	<p>Begin to read words by soundblending. Phonic Sounds: Floppy's phonics. c,k,ck,e,u,r,h ,b.f.ff.l.ll Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs 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>Introducing di-graphs. Phonic Sounds: Floppy Phonics Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as le,ss j,v w,x,y,z,zz,qu ch , sh.</p>	<p>Begin to read simple sentences. Phonic Sounds: Floppy's phonics, th,ng,dge,ve,wh,cks,tch,nk.,zz,qu,ai,ee Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Read and understand simple sentences. Phonic Sounds: Floppy's phonics. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: Floppy's Phonics er,ue,ture, Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Literacy – Writing</p>	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>Begin to write simple sentences. 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation.</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of helpful words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
<p>Mathematics</p>	<p>Getting to know you.</p> <p>Establish maths through routines.</p> <p>Match, Sort and Compare Match objects Sort objects Compare amounts.</p> <p>Talk about measure and patterns. Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns. Create simple patterns.</p>	<p>Its Me 1,2,3</p> <p>Find 1,2 and3 Subitise 1,2,3 Represent 1,2,3 1 more 1 less Composition of 1,2 and 3.</p> <p>Circles and triangles. Compare circles and triangles. Shapes in the environment.</p> <p>1,2,3,4,5 Find 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5</p> <p>Shapes with 4 sides. Identify and name shapes 4 sides Shapes in the environment. My day and night.</p>	<p>Alive in 5. Introduce zero Find 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5.</p> <p>Mass and Capacity Compare mass Find a balance, Explore capacity</p> <p>Growing 6,7,8 Represent 6,7,8 1 more 1 less Composition 6,7,8 Make pairs odd and even. Double to 8 Combine 2 groups. Conceptual subitising. Explore and compare. Length, Height and Time</p>	<p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Subitising 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Bonds to 10 Doubles to 10 Explore odd and even.</p> <p>Explore 3D shapes Recognise and name 3D shapes Use 3D shapes for tasks. 3D shapes in the environment. Identify patterns.</p>	<p>To 20 and beyond. Build numbers beyond 10-20 Continue patterns beyond 10-20 Verbal counting beyond 20</p> <p>How many now Add 1 more Take away How many did 1 take away. Manipulate, compose and decompose.</p> <p>Manipulate, compose and decompose. Select shapes for a purpose Rotate shapes Manipulate shapes. Explain shape arrangements. Copy 2D Find 2D within 3D shapes.</p>	<p>Sharing and grouping. Explore sharing Sharing Explore grouping Grouping Even and odd sharing.</p> <p>Visualise, build and map Identify units of repeating patterns. Explore maps, mapping.</p> <p>Make connections Deepen understanding. Patterns and relationships.</p>

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<p>Communication and Language</p>	<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>					
	<p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.</p>	<p>Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.</p>	<p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.</p>	<p>Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.</p>	<p>Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.</p>	<p>Able to talk about own abilities in positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>
<p>Physical Development</p>	<p>Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Co-ordination and footwork.</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes. Jumping and landing. Balance</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Effects of exercise. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. Send and receive.</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough,. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough,. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>
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<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait 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.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p>				<p>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.</p>	
	<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come!</p> <p>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.</p>
	<p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>				<p>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.</p>	

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	<p>JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities</p>	<p>JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I’m Special, I’m Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself</p>	<p>JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony</p>	<p>JIGSAW: Healthy Me Piece 1 – Everybody’s Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger</p>	<p>JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be</p>	<p>JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration</p>
<p>Understanding the World</p>	<p>Past and Present Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the</p>	<p>Past and Present Links to festivals: Bonfire night, Diwali, Xmas Guy Fawkes. Remembrance Sunday. Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based.</p>	<p>Past and Present Talking about the traditions of New Year.</p>	<p>Past and Present Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now? Roles of different jobs around us. What jobs do our family members do? Role-play – hospital.</p>	<p>Past and Present Role –play – garden centre.</p>	<p>Past and Present Exploring the seaside now and in the past. Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
<p>Understanding the World</p>	<p>difference between real and fiction. Talk about members of their immediate family and community. Ourselves – parts of the body. Our school. Role play – home setting. Their past and their life as a baby.</p>	<p>begin to understand why maps are so important to postmen.</p>				<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

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Understanding the World	<p>People, Culture and Communities</p> <p>Describing their environment around them.</p> <p>Exploring what makes a family. The varying members of a family unit.</p>	<p>People, Culture and Communities</p> <p>Links to festivals: Bonfire night Diwali Christmas</p> <p>Role play – Christmas home scene.</p> <p>Cultural Events – Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p> <p>Finding my home Google Maps.</p>	<p>People, Culture and Communities</p> <p>Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p> <p>Significant cultural events: Pancake Day Easter Mother’s Day Persian New Year. Holi Hindu Festival.</p>	<p>People, Culture and Communities</p> <p>Maps of the farmyard and developing maps of the local area.</p>	<p>People, Culture and Communities</p> <p>Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p> <p>Stories from other cultures. The Boy Who cried Wolf. The Crocodile and the Priest. (Sikh) Bilal and the beautiful Butterfly. (a Muslim Story) The Lost Coin (Christian Parable)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>
	<p>The Natural World</p> <p>Seasons – Autumn – differences and changes over time – weather, animals and plants.</p>	<p>The Natural World</p> <p>Exploring light and dark. How can we see in the dark?</p> <p>Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts.</p> <p>Nocturnal animals – making sense of habitats. Which animals are nocturnal?</p>	<p>The Natural World</p> <p>Seasons – Winter – differences and changes over time – weather, animals and plants.</p> <p>Melting ice experiments.</p> <p>Non fiction arctic environment and animals.</p> <p>Comparing the Arctic to their local environment.</p>	<p>The Natural World</p> <p>Seasons – Spring – differences and changes over time – weather, animals and plants.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>The Natural World</p> <p>Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.</p>	<p>The Natural World</p> <p>Seasons – Summer – differences and changes over time – weather, animals and plants.</p> <p>Exploring the differences between land and water.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Arts and Design	<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas. Designing and making a fruit hedgehog.</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year - lanterns Arctic Animals Snowflakes.</p>	<p>Creating with Materials: Spring pictures. Flower artwork.</p>	<p>Creating with Materials: Farm pictures Minibeast sculptures</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Healthy Eating collages. African Art Making puppets.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>

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<p>Expressive Arts and Design</p>						<p>Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs</p> <p>Role-play – home corner.</p> <p>Small world play</p>	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Christmas songs.</p> <p>Performing the Nativity.</p> <p>Role-play – home corner (enhanced with Christmas)</p>	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Winter songs.</p> <p>Role-play – the arctic.</p> <p>Small world - arctic explorer.</p> <p>Chinese New Year songs.</p>	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Easter songs.</p> <p>Role-play – home scene.</p> <p>Small world – Castles and Dragons.</p>	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs .</p> <p>Role-play – farm shop/garden centre.</p> <p>Small world play – farmyards.</p> <p>Charanga.</p>	<p>Being Imaginative and Expressive:</p> <p>Singing songs and learning some familiar songs – Seaside/Sea songs.</p> <p>Role-play – under the sea.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>SMSC</p>	<p>Mutual respect.</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance.</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law.</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty.</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy.</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>British Values.</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>Computing.</p>	<p>I am a computer scientist.</p>	<p>Project Evolve-E safety</p>		<p>E safety- smarty the penguin.</p>		<p>Using a mouse with the computer.</p>

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<p>Assessment</p>	<p>Speech Assessment (welcome) In-house baseline data National Reception Baseline Assessment (RBA) Observations on Dojo Baseline on tracker</p> <p>Parent/pupil meeting – settling in.</p>	<p>Observations on dojo Floppy assessment Pupil progress meetings In-house/school moderation EYFS team meetings</p>	<p>Observations on dojo Floppy phonics assessment Maths assessment Tracker data updated Pupil progress meetings In-house moderation / school to school moderation. EYFS team meetings</p> <p>Parent/pupil meeting – sharing targets.</p>	<p>GLD predictions Observations on dojo assessment Tracker data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on dojo data updated Pupil progress meetings In-house moderation EYFS team meetings</p>	<p>Observations on dojo Tracker data updated End of Year Data submitted End of year Report to parents.</p>
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