







# EYFS- Curriculum Overview- Cycle A and Cycle B

Term: Cycle A (2024-2025)	Autumn term All About Me		Spring term Our Wonderful World		Summer term Explorers	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Amazing Me	Celebrations and Festivals	Under Construction (Buildings)	All Creatures Great and Small (Life cycles)	Traditional Tales	We are going on an adventure!
The World						
Trips & experiences, cultural capital (added to continuous provision), LOTC.	<ul style="list-style-type: none"> <li>Baby photos of themselves, family, and teachers</li> <li>Food tasting and senses (Harvest Festival) what do I like/dislike?</li> <li>Environment walks around school grounds.</li> <li>Community Centre</li> <li>Creating family trees</li> <li>Visit from Oral Health?</li> </ul>	<ul style="list-style-type: none"> <li>Black history month</li> <li>Halloween (31<sup>st</sup> October)</li> <li>Bonfire Night (5<sup>th</sup> November)</li> <li>Remembrance Day (11<sup>th</sup> November)</li> <li>Diwali</li> <li>Shichi-Go-San</li> <li>Loy Krathong Lantern Festival</li> <li>St Andrew's Day</li> <li>Hanukkah</li> <li>Christmas (celebrated in the last few weeks of term)</li> </ul>	<ul style="list-style-type: none"> <li>Observations of new and old houses in our area.</li> <li>Visit places of worship e.g., church, synagogue, mosque, temple.</li> <li>Important buildings to me- my house, supermarkets, swimming pools.</li> <li>Let's build the strongest house (construction LOTC)</li> <li>World famous buildings.</li> <li>Chinese New Year</li> <li>Shrove Tuesday</li> <li>Valentine's Day (14<sup>th</sup> February)</li> </ul>	<ul style="list-style-type: none"> <li>Visit to Cuerden</li> <li>Bring Yer Own Wellies- Hoghton</li> <li>Butterflies in school</li> <li>St David's Day</li> <li>Mother's Day tea party</li> <li>Ramadan begins</li> <li>St Patrick's Day</li> <li>Easter. Palm Sunday, Good Friday</li> <li>Samlesbury Hall- Bee visit.</li> <li>Down syndrome awareness day.</li> </ul>	<ul style="list-style-type: none"> <li>Visit from Yellow Brick Road theatre company</li> <li>Eid ul Fitr- children to create mehndi patterns.</li> <li>St George's Day</li> <li>World Autism Awareness Day</li> </ul>	<ul style="list-style-type: none"> <li>Visit to the sea-life centre or the beach.</li> <li>Planetarium.</li> <li>King's Birthday (15<sup>th</sup> June)</li> <li>Father's Day tea party</li> <li>Transition into new class.</li> </ul>
<b>Natural World (Supported by Forest School), Past and Present, People and Communities</b>  <b>The use of IT will be threaded in</b>	<b>Amazing me:</b> In daily outdoor play and during the calendar, children will discuss the season and make observations about changes to the environment outdoors.  Our local Environment; What do children pass on their way to school? What	<b>Seasons:</b> Makes observations of the changing seasons and discusses what they notice in connection to the environment e.g., leaves changing colour and falling, outside becoming dark sooner.	<b>Seasons:</b> Makes observations of the changing seasons and discusses what they notice in connection to the environment e.g., buds will be appearing on trees, snowdrops on the ground. The first signs of Spring!  Maps: The children will start to create maps of their immediate environment, including details	<b>Life cycles:</b> Observing natural processes and changes. Beans/Humans/butterfly.  Comparing Animals and places. They explore animal features and their contrasting environments/ habitats.	<b>Traditional Tales:</b> Children will make observations of the different settings in the stories. They will be able to draw on previous knowledge of habitats. They will be able to recognise how a setting is similar or different from their own	<b>Adventure; space.</b> Children get opportunities to look at the universe and understand that the world is just one of the planets in our solar system.  <b>Materials;</b> Investigating Materials and thinking

<p>throughout with the use of Google maps, Beebots, search engines, iPad's, microphones, CD players, electronic weighing scales.</p>	<p>is our local area like? Woodland, parks, pond, river, field, roads, street etc.</p> <p>Children to look in depth at their immediate family and to make their own family tree.</p> <p><b>Special people;</b> children are supported to talk about the special people in their lives (family) and can consider the similarities and differences between them and their peers.</p> <p>My Body, My Senses; Naming our body parts, sense and being healthy. Looking at how to look after myself (self-care such as dressing, outing on shoes/coast, washing hands etc)</p> <p><b>DM links- The World 3-4-year-olds.</b> <b>Questful RE- I am Special, Islam and Harvest.</b></p>	<p>Children begin to understand that the celebrations they take part in have taken place for many years</p> <p><b>Celebrations and Festivals;</b> Children build on their knowledge of celebrations and explore other religions. The children will be encouraged to link these to their own religious beliefs and cultural traditions. The main focus will be Christianity and Hinduism.</p> <p><b>DM links- The World, Children in Reception (B)</b></p> <p><b>Questful RE- Christmas and Diwali.</b></p>	<p>like paths, roads, trees, and buildings.</p> <p>Through daily calendar discussions and visual timetable children are developing their understanding of past, present, and future in connection to weeks/days/morning/afternoons. Children can look at the changes in the local area over time.</p> <p><b>Buildings;</b> Using digimaps for schools and google maps, children reinforce their knowledge of the local area (Higher Walton) and look at similarities and differences between their homes.</p> <p>Children to begin to think about the wider community (Preston) and understand that they live in the country of England. Children to learn that in England there are lots of places where they can worship depending on the religion they practise. They can visit their local church and make links to the Christian faith of the school.</p> <p>Using Google Maps, they also explore our location (in England) in relation to other countries around the world that they may have visited. Children will see pictures of houses in different</p>	<p>Developing an understanding of the five classes of animals. Children to group animals into categories. Farm animals, wild animals, domestic animals. Talk about animals and their young and their different names.</p> <p>Changing states of matter - melting chocolate for Easter nests. (Remind them chocolate is part of a balanced diet and in this context, a treat to celebrate Easter) Highlight the cultural/religious meaning of the egg. Link to lifecycles.</p> <p>Children can make connections to past/present and future when thinking about the stages of the human lifecycle and linking to where they are now in the life cycle or other family members.</p> <p><b>Farmers-</b> children learn more about people who work with animals in their everyday lives. <b>DM links- The World, Children in Reception (W) and (S)</b></p>	<p>immediate environment.</p> <p>Children will understand the past through the settings and traditional stories told.</p> <p><b>Children will realise that different countries have their own traditional tales which have been passed down through generations.</b></p> <p>Children will look at the moral aspects of the traditional tales. Should Goldilocks have entered the house of the three little bears without permission? Should Jack have stolen from the Giant?</p> <p><b>DM links- The World, Children in Reception (S) and ELG's.</b></p> <p><b>Questful RE- Friendship.</b></p>	<p><b>about</b> how they are used and why (simple properties) <b>Including Recycling:</b> Exploring why and how we recycle.</p> <p>Through a focus on becoming <b>eco-warriors</b>, they explore the changes to Earth over the years and consider why/the impact of our actions- pollution/littering etc.</p> <p><b>Historic events -</b> The first man to land on the moon Neil Armstrong. Children can pretend to be astronauts.</p> <p><b>DM links- The World, Children in Reception ELG's.</b></p> <p><b>Questful RE- Special Places and Prayer. (Hinduism, Islam, and Judaism)</b></p>
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			<p>countries around the world (link to Handa's surprise)</p> <p><b>DM links- The World, Children in Reception (W)</b></p> <p>Questful RE- Stories Jesus heard, Easter and love.</p>	Questful RE- Stories Jesus told.		
<b>Literacy</b>						
<b>Core Texts</b>  <b>(10+ sessions, 2+ weeks)</b>  <b>The Literacy Tree</b>	<b>Where The Wild Things Are</b>  <b>Bringing the Rain</b>	<b>Look up!</b>  <b>I am Henry Finch</b>	<b>Little Red</b>  <b>Super Milly and the Super School Day</b>	<b>The Tiny Seed</b>  <b>I Will Not Ever Never Eat a Tomato</b>	<b>Weirdo</b>  <b>Hairy Maclary from Donaldson's Dairy</b>	<b>So much</b>  <b>Oi! Frog</b>
<b>Topic related texts</b>	Marvellous Me: Inside and Out Colour Monster goes to school Ruby's Worry Our class as a family Super Milly and the Super School Day Wash scrub and brush The Paper Dolls Dr Ranj- A Superhero like you. Things I love about Family	The Nativity The Birthday Invitation The Jolly Christmas Postman	The Three Little Pigs Handa's Surprise	The Very Hungry Caterpillar Oliver's vegetables Jaspers Beanstalk The Enormous Turnip What the ladybird heard next?	The Gingerbread man Little Red Riding Hood Goldilocks and the Three Bears Three Billy Goats Gruff Handa's Hen	The Naughty Bus The Great explorer The Runaway train The World Around Me The Gruffalo We are going on a Bear Hunt.
<b>Non-fiction texts</b>	Helpers in my community Something to share (Islam) Senses Let's Celebrate Autumn					

<b>Writing media</b>	<p><b>Literacy-</b> Labels, captions, oral re-telling, developing a new character.</p> <p>Labels and captions, call-and-response poems, descriptive posters, simple explanations.</p>	<p><b>Role play-</b> Menus, list, messages, celebration cards, Lists, signs, labels, captions, speech bubbles, invitations.</p> <p><b>Literacy-</b> Timetables, thought-bubbles, lists, commands, letters of advice, signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice.</p>	<p><b>Literacy-</b> Thought bubbles, labels, oral re-telling, writing in role, thank you letters. Drawing and labelling animals /characters, labels, notes of advice, adverts.</p>	<p>Instructions: How I Can Grow...</p> <p><b>Literacy-</b> Statements, writing in role, shopping lists, labels, letters of advice, instructions, narratives.</p>	<p><b>Literacy-</b> Character description, writing in role, letters, leaflet, writing in role, letters, labels, and captions.</p>	<p><b>Literacy-</b> Past tense sentences, writing in role, performance/ narrative poetry, signage; letters of advice; lists; labelled diagrams.</p>
<b>Phonics (Bug Club)</b>	<p><b>Phase 1 Bug Club Phase 1 – Units A-F (6 weeks)</b></p> <p>Covering the 7 aspects and three strands.</p> <p><b>Aspects:</b></p> <p>Aspect 1: General sound discrimination- environmental sounds.</p> <p>Aspect 2: General sound discrimination – instrumental sounds.</p> <p>Aspect 3: General sound discrimination – body percussion.</p> <p>Aspect 4: Rhythm and rhyme.</p> <p>Aspect 5: Alliteration.</p> <p>Aspect 6: Voice sounds.</p> <p>Aspect 7: Oral blending. And segmenting.</p> <p><b>Strands:</b></p>	<p><b>Phase 2- Bug club Phase 2- Units 1-5</b></p> <p><b>HFW decodable-</b> at, as, an, it, in, is, dad, can, on, not, got, mum, up, get, had, back, his, big, him, if, of, off, but.</p> <p><b>HFW irregular words-</b> to, the, no, go, I, into, her.</p>	<p><b>Phase 2- Bug club Phase 2- Units 1-5</b></p> <p><b>HFW decodable-</b> at, as, an, it, in, is, dad, can, on, not, got, mum, up, get, had, back, his, big, him, if, of, off, but.</p> <p><b>HFW irregular words-</b> to, the, no, go, I, into, her.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p> <p><b>Phase 4- Bug club Phase 4- Unit 12</b></p> <p><b>HFW decodable-</b> went, from, children, just, help.</p> <p><b>HFW irregular words-</b> said, have, like, so, do, some, come, were,</p>

	<p>Tuning into sounds (auditory discrimination)</p> <p>Listening and remembering sounds (auditory memory and sequencing)</p> <p>Talking about sounds (developing vocabulary and language comprehension).</p>					there, little, one, when, out, what.
<b>Expressive Arts and Design</b>						
<b>Role play</b>	Domestic: New Baby	Domestic: Celebratory meals.	Domestic: Can we fix it?	Domestic: Pets	Domestic: Three bears' house!	Domestic: Let's go to space!
<b>Artists</b>	Kandinsky- circles and triangles Andy Warhol- Pop Art	Jackson pollock- splatting	Andy Goldsworthy- natural art	Van Gogh- sunflowers	Lucy Arnold- butterflies	Claude Monet - Water Lilly's
<b>Music-Charanga</b>  <b>(Being Imaginative)</b>	 Me  Following the scheme children participate in activities that embed pulse, rhythm, and pitch. They explore their voices and classroom instruments.	 My stories  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Everyone  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Our World  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Big Bear Funk  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Reflect, rewind and replay  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.

<b>Creating with Materials</b>  Art elements: line, shape, colour, form, space, texture, tone, pattern	Children develop their Drawing skills by paying close attention to the lines and shapes of different things e.g., when creating self-portraits making a large circle for the face and small circles for the eyes.	Children make connections between colours and the changing seasons, Link to the seasons They begin to explore different textures through activities such as leaf rubbings	Through exploration of the Artist Andy Goldsworthy children begin to understand Art in different forms, sculptures/arrangements. They explore the art to think about shapes that are created and make their own shapes from different (natural resources) to create art.	Drawing; arrangement and detail – observation drawings of flowers building on their skill of sketching from the previous term.	Children will use the skills they have learnt so far to create role play scenes and props for traditional tales. Children will be encouraged to combine different materials and use junk modelling to express their ideas.	Through exploration of the artist Claude Monet. Children will look at the use of different media to create a desired outcome e.g., water colours instead of paint or pastels. They reinforce their knowledge of colour in connection to seasons e.g., summer colours, yellows, greens, blues.
	Knowledge of colours are continually reinforced but within EAAD children think about colour in more depth in relation to themselves – their eye and hair colour, skin colour and begin to think about the different tones.  <b>DM links- Expressive Arts and Design- 3-4-year-olds.</b>	In connection to the topic (celebrations) children explore how they can create different effects focussing on Pollock e.g., spitting, Splashing, dripping to represent fireworks.  Children create their own props to act out stories – silhouettes.  <b>DM links- Expressive Arts and Design- Children in Reception (B)</b>	Children show development in their drawings – paying close attention to shape and form to create clearer drawings of buildings.  Children explore the use of materials in order to construct a house/building. Which materials are appropriate? <b>DM links- Expressive Arts and Design- Children in Reception (W)</b>	Children explore how they can join and combine materials in different ways/using different techniques – They make their own ornaments out of papier-mâché's.  They also make their own beanstalk pictures using a collage effect.  <b>DM links- Expressive Arts and Design- Children in Reception (W) and (S)</b>	<b>DM links- Expressive Arts and Design- Children in Reception (S) and ELG's.</b>	<b>DM links- Expressive Arts and Design- Children in Reception ELG's.</b>
<b>Maths</b>						
<b>White Rose</b>	Match, sort and compare.  Talk about measure and patterns.  It's me, 1,2,3	Circles and triangles  1,2,3,4,5  Shapes with four sides	Alive in 5  Mass and capacity  Growing 6,7,8	Length, height, and time  Building 9 and 10  Explore 3D shapes	To 20 and beyond  How many now?  Manipulate, compose decompose	Sharing and grouping  Visualise, build and map  Make connections

<b>NCETM scheme</b>  <b>Number</b>  <b>Numerical Patterns</b>	<p>Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of up to 5 objects. Children begin to understand that as we count each number is 1 more than the one before.</p> <p>Children begin to subitise to 3.</p> <p>Children explore the composition of numbers within 3 and 4</p> <p>Children look at the comparison of numbers up to 3 by saying which is more and which is less.</p> <p>Children revisit patterns looking at patterns in the environment e.g., on our clothes and recognise the repetition. They make their own repeating patterns.</p> <p>SSM – Children explore circles and triangles and talk about the properties of these shapes. They learn the names of the 3D shapes; cylinder and triangular prism when</p>	<p><b>Children subitise to 5</b></p> <p>When counting groups of objects children focus on how many altogether.</p> <p>They learn to link 5 to one hand and use fingers and objects.</p> <p>Begins to recite numbers beyond 20</p> <p><b>Comparison of numbers using the language of more/fewer/equal to</b></p> <p>Composition of numbers within 3 4 and 5 and understand that the 'whole' is made up from parts</p> <p>SSM – Children explore squares and rectangles and talk about the properties of these shapes. They learn the names of 3D shapes; cube, cuboid when printing squares and rectangles with their faces.</p> <p>Children compare objects by size, length, and weight. Children</p>	<p><b>Children subitise up to 6</b></p> <p>Children can match numeral to quantity to 6.</p> <p>When counting children secure their knowledge of the Stable order principle to 6.</p> <p>Ordinal numbers – First, second, last, one more.</p> <p>Composition of number Children begin to explore the numbers 6 and 7 as numbers that are composed as 5 and a bit</p> <p><b>Comparison Numerosity of sets and are encouraged to use the language of more and fewer as they as the focus is countable things.</b></p> <p>Children learn quarter past on a clock.</p> <p>SSM – Children will consolidate their knowledge of 3D shapes; cube, cuboid when printing squares and rectangles with their faces.</p>	<p>Children will consolidate their understanding of composition of numbers by investigating the numbers within 7. They will compose and decompose numbers investigating part/part/whole relations.</p> <p>Children become secure with their counting and can count out a set of objects from a larger set.</p> <p>Children will learn about 9 and 10.</p> <p>They begin to count beyond 20 and <b>begin to recognise the word pattern embedded in most of our number names.</b></p> <p>Children consolidate the stable order principle with numbers 1 – 10 and realise their position within this number line does not change. Children focus on ordinality considering where numbers to 8 are in relation to one another.</p> <p>They will use the language of more, equal to or less than to describe the relationships between numbers.</p>	<p><b>Children subitise increasingly complex arrangements.</b></p> <p>Children count for a range of purposes.</p> <p><b>Once secure in their counting skills they will continue the counting sequence and identify missing numbers within it.</b></p> <p>Through practise children will demonstrate an understanding of the differences in the number names e.g., between 'teen' and '-ty' numbers.</p> <p>Children will use different representations to explore the composition of numbers to 10.</p> <p>Children will also use their fingers, 10-frames, and Hungarian number patterns to begin to explore '5 and a bit' numbers to 10.</p> <p>Children explore 3D shapes around the environment and</p>	<p><b>Children consistently subitise increasingly complex arrangements</b></p> <p>Children develop confidence in counting strategies by counting on from different starting numbers and will also know when they can subitise or when they should use their counting strategies.</p> <p>Children build on their skills in comparing attributes and quantities and focus exclusively on ordinality: considering where numbers to 10 are in relation to each other.</p> <p>Children can apply knowledge of composition of numbers to solve mathematical problems in the form of subtraction and addition sums e.g., 10 is made from 7 and 3 therefore <math>7 + 3 = 10</math> with the use of manipulatives.</p>
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<p><b>Listening, attention and understanding</b></p> <p><b>Speaking</b></p>	<p>Children use simple sentences to talk about themselves, their likes, and dislikes. They will talk about significant people and stories that they have heard.</p> <p>Children will be supported to develop their skills in asking questions, understanding they need a response and will be encouraged to ask for help. They will also develop social phrases such as how to approach others they want to play with.</p> <p>Children will learn new vocabulary related to the topic and practice using this e.g., when in the role-play area dressing up as the different people who help us. Children can talk about the seasons and the signs of Autumn.</p>	<p>Children can listen to others and share their own ideas/experiences such as family traditions.</p> <p>Children will listen attentively and respond to what they hear with relevant questions. They will recall special times for themselves and their families and be able to talk about them with others.</p> <p>Children will participate in discussions surrounding their festivals which are special to them and express their feelings about the festival. Peers will then ask questions for clarity and understanding of their festival.</p> <p>They will learn and use new vocabulary in connection with celebrations. They will also learn new vocabulary through their light and dark investigations such as nocturnal and be able to use this when talking about groups of animals.</p>	<p>Children will listen to and talk about the stories they listen to in literacy. They will be able to retell the story, once they have developed a deep familiarity with the text. Children will be able to talk about their observations of animals, dinosaurs and their habitats using topic specific vocabulary. Children will confidently talk to their peers and share new facts.</p> <p>During class assemblies the children will talk about their own homes, their families and who they live with supported by photos shared by the parents and will enjoy talking about family members they have abroad and their experiences with them. They will express their feelings using full sentences, including the use of past, present, and future tenses with modelling and support from the teacher. Children will then ask questions to clarify their understanding.</p>	<p>Children can retell a simple sequence of instructions – growing a plant.</p> <p>The children will be able to offer explanations as to how plants grow from a seed and what conditions are needed. Children will use vocabulary from nonfiction books such as stem, seed, leaf, sunlight, water etc. Children will then continue to use this new vocabulary during continuous provision.</p> <p>Children will understand why questions such as ‘Why do we need to water the plants?’</p> <p>The children will also offer explanations as to how to stay healthy. They will also be able to talk to peers and teachers about eating healthily and exercising. They will use any new vocabulary in their domestic roleplay.</p> <p>The children will retell the story of Jack and the Beanstalk, have a deep familiarity with the text and be able to speak with exact repetition and use some of their own words.</p>	<p>Children understand the comparison between right and wrong themes within traditional tales.</p> <p>Children will enjoy listening to longer stories and will remember much of what happens.</p> <p>They will enjoy acting these narratives out in their play, innovating parts of the story such as characters and settings.</p>	<p>Can talk about what is good for our environment and how we can help to protect it.</p> <p>Children use intonation when reading or acting out a play narrative.</p> <p>Children can express their point of view on how we can keep the ocean, school, and streets tidy. Children will also have opportunities to debate using words as well as actions.</p> <p>Children to make comments after listening attentively to how the world is changing through littering and pollution.</p>
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<b>Key vocabulary</b>	Family; Mum, brother, sister, Nan, grandad etc, like, dislike, home, Doctor, nurse, teacher, dentist, refuge worker, librarian, policeman, firefighter, paramedic, Autumn.	Christianity, Islam, Hinduism, Sikhism, Judaism, beliefs, religion, faith, celebrations, festivals, culture, Diwali, Christmas, Hanukkah, bonfire night, Halloween, Easter, birthday Autumn, Winter.	School, street, local area, town, city, country, England, United Kingdom, Higher Walton, Preston, Walton-Le-Dale, Bamber Bridge, Church.	Growing, life, lifecycle, metamorphosis, foetus, baby, toddler, infant, child, teenager, adult, elderly, frogspawn, tadpole, froglet, frog, change, environment Winter, spring, animals, dinosaurs, extinct, endangered, environment, evolution, past, present	Traditional, stories, fairy tales, fiction, characters, setting, danger, wrong, right, moral, meaning, beginning, middle, end.	Summer, earth, planets, solar system, space, environment, eco, recycle, ocean, pollution, change, adventure, explore, environment, change, Year One.
<b>Physical Development</b>						
<b>Gross Motor</b>  <b>Fine-motor</b>	Spatial awareness and multi-step instruction games. Running, jumping outside with increasing control.  Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough. Drawing myself; what features do I have?	Spatial awareness and coordination games, throwing and catching. Dance to music, moving with control around the floor.  Small tools; cutlery, tweezers, pipettes, scissors. drawing maps, junk modelling.	Invasion games, throwing and catching. Balance- standing on one leg, walking along a bench, climbing.  Small tools; cutlery, tweezers, pipettes, scissors. Drawing and painting.	Team games and ball skills including using a racquet. Running, jumping, hopping from foot to foot, running around obstacles.  Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals. Drawing and painting plants and flowers, leaf rubbings, pencil control.	Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, travelling under and over obstacles, jumping over obstacles, skipping with a rope. Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals Drawing, painting and modelling dough, animals, pencil control.	Racing and obstacle courses – skills for sports day. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching. Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough. Drawing, painting, weaving or simple sewing.
<b>PE Passport</b>	<b>Fundamental Movement Skills-</b> To jump for distance, to land appropriately, to hop on both feet, to underarm and overarm throw for	<b>How to catch a star-</b> To balance on small and large body parts in the shape of a star. To send a ball/throwing equipment with	<b>Rosies Walk-</b> To jump and land appropriately, To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding, and hopping, to climb under over and through	<b>Mini-Beasts-</b> To perform the basic skill of jumping, to travel over, under and throw climbing equipment, to travel over, under and through balance and	<b>Castles-</b> To throw under arm, to roll a ball, to jump and land appropriately, to perform a variety of gymnastic rolls, to climb	<b>Space-</b> To travel in a variety of ways. To adjust speed and direction to avoid obstacles, to show increasing control over

	<p>distance, to catch with increasing accuracy, to climb with confidence under, over and through climbing equipment.</p> <p><b>Superworm-</b> To perform the basic skill of jumping. To travel in a variety of ways low to the ground, to travel around the space hopping and skipping, to catch a large ball, to travel under, over and through balancing and climbing equipment, to pull themselves up on climbing equipment.</p>	<p>increasing accuracy, to jump and land appropriately, to climb under, over and through climbing equipment, to practise throwing overarm.</p>	<p>climbing equipment, to experiment with different ways of travelling on hands and feet.</p> <p><b>Rumble in the Jungle-</b> To travel on hands and feet, to roll in a variety of ways, to use an underarm and over arm throw with increasing accuracy.</p>	<p>climbing equipment, to catch a large sponge ball, to catch with increasing accuracy, to roll in a variety of ways.</p> <p><b>Hungry Caterpillar-</b> To perform the basic skill of jumping, to travel in a variety of ways low to the ground, to travel over, under and through balance and climbing equipment, to balance on a range of body parts, to throw under arm, to roll in a variety of ways.</p>	<p>up and down apparatus using alternate feet, to revise fundamental movement skills.</p> <p><b>Transport-</b> To travel in a variety of ways, to adjust speed and direction to avoid obstacles, to show increasing control over an object pushing it, to perform a variety of gymnastic rolls, to over arm throw for distance, to climb nursery play climbing equipment, to revise fundamental movement skills covered in the unit.</p>	<p>an object pushing it, to perform a variety of gymnastic rolls, to over arm throw for distance, to climb nursery, play climbing equipment, to revise fundamental movement skills covered in the unit.</p> <p><b>Seaside-</b> To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To underarm throw with some accuracy. To revise fundamental movement skills covered in the unit.</p>
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# EYFS Curriculum Overview

Term: Cycle B (2023-2024)	Autumn term Family and Faith		Spring term Watch It Grow!		Summer term Eco-warriors	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Superheroes	Light and Dark	Animals and dinosaurs	Growing and healthy eating	Transport	Under the Sea
The World						
Trips & experiences, cultural capital (added to continuous provision), LOTC.	<ul style="list-style-type: none"> <li>• Visits from real life superheroes in the community (e.g., doctors, nurses, paramedics, care workers, police, fire service etc.)</li> <li>• Community Centre visit</li> <li>• Parent engagement, will parents speak about their occupation?</li> <li>• Superpowers.</li> <li>• Food tasting and senses (Harvest Festival- 1<sup>st</sup> October) what do I like/dislike?</li> <li>• Creating family trees</li> <li>• Yom Kippur (24<sup>th</sup>-25<sup>th</sup> September)</li> </ul>	<ul style="list-style-type: none"> <li>• Black history month</li> <li>• Halloween (31<sup>st</sup> October)</li> <li>• Bonfire Night (5<sup>th</sup> November)</li> <li>• Remembrance Day (11<sup>th</sup> November)</li> <li>• Diwali (12<sup>th</sup> November)</li> <li>• Shichi-Go-San (15<sup>th</sup> November)</li> <li>• Loy Krathong Lantern Festival (28<sup>th</sup> November)</li> <li>• St Andrew's Day (30<sup>th</sup> November)</li> <li>• Hanukkah (8<sup>th</sup> December)</li> <li>• Christmas (celebrated in the last few weeks of term)</li> </ul>	<ul style="list-style-type: none"> <li>• Observations of animals and their young- visit to a farm.</li> <li>• Dinosaur dig- fossil hunt.</li> <li>• Curiosity cube.</li> <li>• Chinese New Year (10<sup>th</sup> February)</li> <li>• Shrove Tuesday (13<sup>th</sup> February)</li> <li>• Valentine's Day (14<sup>th</sup> February)</li> </ul>	<ul style="list-style-type: none"> <li>• Growing vegetables and sunflowers.</li> <li>• Making our own egg and homegrown cress sandwiches.</li> <li>• Visit to a Nursery.</li> <li>• Bring Yer Wellies Hoghton</li> <li>• St David's Day (1<sup>st</sup> March)</li> <li>• Mother's Day (10<sup>th</sup> March) tea party</li> <li>• Ramadan begins (potentially 11<sup>th</sup> March)</li> <li>• St Patrick's Day (17<sup>th</sup> March)</li> <li>• Down syndrome awareness day (21<sup>st</sup> March)</li> <li>• Easter. Easter Sunday (31st March) Good Friday (29<sup>th</sup> March)</li> <li>• Visit from Oral health?</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from fire-service. Children to explore a real fire engine.</li> <li>• World Autism Awareness Day (2<sup>nd</sup> April)</li> <li>• Eid ul Fitr (potential date of 10<sup>th</sup> April) mehndi patterns.</li> <li>• St George's Day (23<sup>rd</sup> April)</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to the sea-life centre or the beach</li> <li>• King's Birthday (15<sup>th</sup> June)</li> <li>• Father's Day (16<sup>th</sup> June) tea party</li> <li>• Transition into new class.</li> </ul>

The World						
<p><b>Natural World (Supported by Forest School), Past and Present, People and Communities</b></p> <p><b>The use of IT will be threaded in throughout with the use of Google maps, Beebots, search engines, iPad's, microphones, CD players, electronic weighing scales.</b></p>	<p>In daily outdoor play and during the calendar, children will discuss the season and make observations about changes to the environment outdoors.</p> <p>Our local Environment; What do children pass on their way to school? What is our local area like? Woodland, parks, pond, river, field, roads, street etc.</p> <p>Children to look in depth at their immediate family and to make their own family tree.</p> <p>Children will explore special people in the wider community with a focus on <b>People who help us</b>. These will be <b>REAL LIFE SUPERHEROES</b> doctors, police officers, refuge collectors etc, children make links to family job roles.</p> <p><b>Special people;</b> children are supported to talk about the special people in their lives (family) and can consider the similarities</p>	<p><b>Light and Dark.</b> Makes observations of the changing seasons and discusses what they notice in connection to the environment e.g., leaves changing colour and falling, outside becoming dark sooner. They begin to think about different animals and learn that some animals are nocturnal and what this means.</p> <p>Children think in more depth about the changes that occur in a full day and explore what is happening when it is light and when it is dark (Night and day). They discover how shadows are formed through cause and effect using torches.</p> <p>Children begin to understand that the celebrations they take part in have taken place for many years.</p> <p>This will link to our celebration of Diwali as it is the <b>festival of light</b>. Children will also build on their knowledge of</p>	<p><b>Animals:</b> Comparing Animals and places. They explore animal features and their contrasting environments/ habitats. Developing an understanding of the five classes of animals. Children to group animals into categories. Farm animals, wild animals, domestic animals.</p> <p><b>Seasons:</b> Makes observations of the changing seasons and discusses what they notice in connection to the environment e.g., buds will be appearing on trees, snowdrops on the ground. The first signs of Spring! What does this mean for our animals?</p> <p>Through a focus on dinosaurs, children begin to understand about animals from the past that no longer live (extinct) and consider why this might be? Children to explore how we know dinosaurs existed (fossils) and what could have happened to them.</p> <p><b>Palaeontologists/vets/zoo keepers/farmer</b> children learn more about people who work with animals in their everyday lives.</p> <p><b>DM links- The World, Children in Reception (W)</b></p>	<p><b>Growing;</b> Observing natural processes and changes. Children will explore what plants need to grow- soil, water, and sunlight. <b>Farm:</b> Explore why we have farms and what they produce? Observing food similarities /differences/food groups/food from around the world. What does a balanced diet look like. Explore the food groups.</p> <p><b>Changing states of matter</b> - melting chocolate for Easter nests. (Remind them chocolate is part of a balanced diet and in this context, a treat to celebrate Easter) <b>Highlight the cultural/religious meaning of the egg.</b> Link to lifecycles.</p> <p>Children can make connections to past/present and future when thinking about the stages of the human lifecycle and linking to where they are now in the life cycle or other family members. Through our investigation of where food comes from children begin to make comparisons between the</p>	<p><b>Transport:</b> Children will look at different environments appropriate for a specific type of transport e.g., ocean and boats, roads for cars, lorries, vans, buses, cycle lanes and country roads for bikes, railway lines for trains.</p> <p>Children will talk about the different forces that cause a mode of transport to move.</p> <p>Children will discover how transport has changed. From simple horse drawn carts, to steam trains, and early versions of cars. Beebots- children will use these to navigate maps.</p> <p>Children will discover how different countries use different modes of transports. Comparing busy cities to rural areas.</p> <p>Children will talk in depth about road safety and the Green Cross Code.</p>	<p><b>Under the sea:</b> <b>Changing states;</b> observing changes to material (freezing, melting, combining). Commenting on and exploring changes to foods (cooking).</p> <p><b>Fish:</b> Children will explore different types of marine life, exploring rockpools, coral.</p> <p><b>Pollution:</b> Through a focus on becoming <b>eco-warriors</b>, they explore the changes to Earth over the years and consider why/the impact of our actions-pollution/littering etc in our oceans.</p> <p><b>Overfishing:</b> Children will look at the impact of over-fishing and how it will affect the environment. Children will look at how they can help reduce this.</p> <p><b>DM links- The World, Children in Reception ELG's.</b></p> <p><b>Questful RE- Special Places and Prayer.</b></p>

	<p>and differences between them and their peers. My Body, My Senses; Naming our body parts, sense and being healthy. Looking at how to look after myself (self-care such as dressing, outing on shoes/coast, washing hands etc)</p> <p><b>DM links- The World 3-4-year-olds.</b></p> <p><b>Questful RE- I am Special, Islam and Harvest.</b></p>	<p>celebrations and explore other religions. The children will be encouraged to link these to their own religious beliefs and cultural traditions. The focus will be Christianity and Hinduism.</p> <p><b>DM links- The World, Children in Reception (B)</b></p> <p><b>Questful RE- Christmas and Diwali.</b></p>	<p><b>Questful RE- Stories Jesus heard, Easter and love.</b></p>	<p>past and now in terms of the equipment available to get food on the shelves e.g., old mills in comparison to modern factories.</p> <p>Explore farms in other countries; where does our food come from?</p> <p><b>DM links- The World, Children in Reception (W)</b></p> <p><b>Questful RE- Stories Jesus told.</b></p>	<p><b>DM links- The World, Children in Reception (S) and ELG's.</b></p> <p><b>Questful RE- Friendship.</b></p>	<p><b>(Hinduism, Islam, and Judaism)</b></p>
<b>Literacy</b>						
<p><b>Literacy Core Texts</b></p> <p><b>(10+ sessions, 2+ weeks)</b></p> <p><b>The Literacy Tree</b></p>	<p><b>Where The Wild Things Are</b></p> <p><b>Anansi</b></p>	<p><b>I am Henry Finch</b></p> <p><b>Halibut Jackson</b></p>	<p><b>The Magic Paintbrush</b></p> <p><b>Little Red</b></p>	<p><b>I Will Not Ever Never Eat a Tomato</b></p> <p><b>The Extraordinary Gardner</b></p>	<p><b>Hairy Maclary from Donaldson's Dairy</b></p> <p><b>The Night Pirates</b></p>	<p><b>So much</b></p> <p><b>Izzy Gizmo</b></p>
<b>Topic related texts</b>	<p>Supertato</p> <p>Elmer and Super El</p> <p>Super Milly and the Super School Day</p> <p>Wash scrub and brush</p> <p>The Paper Dolls</p> <p>Dr Ranj- A Superhero like you.</p> <p>Things I love about Family</p>	<p>Owl Babies</p> <p>The Leaf Thief</p> <p>Nativity Focus text</p>	<p>Handa's Surprise</p> <p>Harry and the dinosaurs go Wild!</p>	<p>Jack and the Beanstalk</p> <p>Lulu's Flowers</p> <p>The Very Hungry Caterpillar</p> <p>The Little Red Hen</p>	<p>Whatever Next</p>	<p>The Odd Fish</p> <p>Love our Earth</p>
<b>Non-fiction texts</b>	<p>Helpers in my community</p> <p>Something to share (Islam)</p> <p>Senses</p>					

	Let's Celebrate Autumn					
<b>Writing media</b>	<p><b>Literacy-</b> Labels, captions, oral re-telling, developing a new character.</p> <p>Labels and captions, call-and-response poems, descriptive posters, simple explanations.</p>	<p><b>Role play-</b> Menus, list, messages, celebration cards, Lists, signs, labels, captions, speech bubbles, invitations.</p> <p><b>Literacy-</b> Timetables, thought-bubbles, lists, commands, letters of advice, signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice.</p>	<p><b>Literacy-</b> Thought bubbles, labels, oral re-telling, writing in role, thank you letters. Drawing and labelling animals /characters, labels, notes of advice, adverts.</p>	<p>Instructions: How I Can Grow...</p> <p><b>Literacy-</b> Statements, writing in role, shopping lists, labels, letters of advice, instructions, narratives.</p>	<p><b>Literacy-</b> Character description, writing in role, letters, leaflet, writing in role, letters, labels, and captions.</p>	<p><b>Literacy-</b> Past tense sentences, writing in role, performance/ narrative poetry, signage; letters of advice; lists; labelled diagrams.</p>
<b>Phonics (Bug Club)</b>	<p><b>Phase 1 Bug Club Phase 1 – Units A-F (6 weeks)</b></p> <p>Covering the 7 aspects and three strands.</p> <p><b>Aspects:</b></p> <p>Aspect 1: General sound discrimination- environmental sounds.</p> <p>Aspect 2: General sound discrimination – instrumental sounds.</p> <p>Aspect 3: General sound discrimination – body percussion.</p> <p>Aspect 4: Rhythm and rhyme.</p> <p>Aspect 5: Alliteration.</p> <p>Aspect 6: Voice sounds.</p> <p>Aspect 7: Oral blending. And segmenting.</p>	<p><b>Phase 2- Bug club Phase 2- Units 1-5</b></p> <p><b>HFW decodable-</b> at, as, an, it, in, is, dad, can, on, not, got, mum, up, get, had, back, his, big, him, if, of, off, but.</p> <p><b>HFW irregular words-</b> to, the, no, go, I, into, her.</p>	<p><b>Phase 2- Bug club Phase 2- Units 1-5</b></p> <p><b>HFW decodable-</b> at, as, an, it, in, is, dad, can, on, not, got, mum, up, get, had, back, his, big, him, if, of, off, but.</p> <p><b>HFW irregular words-</b> to, the, no, go, I, into, her.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p>	<p><b>Phase 3- Bug club Phase 3- Units 6-11</b></p> <p><b>HFW decodable-</b> will, that, this, then, them, with, look, see, too, for, now, down.</p> <p><b>HFW irregular words-</b> me, be, he, my, by, she, they, we, are, you, all, was, give, love.</p> <p><b>Phase 4- Bug club Phase 4- Unit 12</b></p> <p><b>HFW decodable-</b> went, from, children, just, help.</p> <p><b>HFW irregular words-</b> said, have, like, so, do, some, come, were,</p>

	<b>Strands:</b> Tuning into sounds (auditory discrimination)  Listening and remembering sounds (auditory memory and sequencing)  Talking about sounds (developing vocabulary and language comprehension).					there, little, one, when, out, what.
<b>Expressive Arts and Design</b>						
<b>Role play</b>	Domestic: People who help us.	Domestic: Celebratory meals.	Domestic: Pets Small word: Dinosaurs and wild animals.	Domestic: Farm shop	Domestic: Train station	Domestic: Holidays
<b>Artists</b>	Roy Lichtenstein-Pop Art Kehinde Wiley- Portraits	Jack Goldstein- Fireworks	Ruby Keller- Animals.	Giuseppe Arcimboldo- portraits out of food.	Henri Edmond- pointillism	Claude Monet - Water lilies
<b>Music-Charanga</b>  <b>(Being Imaginative)</b>	 Me  Following the scheme children participate in activities that embed pulse, rhythm, and pitch. They explore their voices and classroom instruments.	 My stories  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Everyone  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Our World  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Big Bear Funk  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.	 Reflect, rewind and replay  Following the scheme children participate in activities that embed pulse, rhythm and pitch. They explore their voices and classroom instruments.
<b>Creating with Materials</b>  Art elements:	Children develop their <b>Drawing</b> skills by paying close attention to the <b>lines</b> and <b>shapes</b> of different things e.g., when	Children make connections between <b>colours</b> and the changing seasons, Link to the seasons	Children show development in their drawings – paying close attention to shape and form to create clearer drawings of animals.	Children will be honing in on the use of collage within a portrait. Children will be refining their fine motor skills, cutting, and sticking	Children will use different materials such as junk modelling to create vehicles. Children will attempt to use	Through exploration of the artist Claude Monet – Children look at the use of different media to create a

line, shape, colour, form, space, texture, tone, pattern	<p>creating self-portraits making a large circle for the face and small circles for the eyes.</p> <p>Knowledge of <b>colours</b> are continually reinforced but within EAAD children think about colour in more depth in relation to themselves – their eye and hair colour, skin colour and begin to think about the different <b>tones</b>.</p> <p><b>DM links- Expressive Arts and Design- 3-4-year-olds.</b></p>	<p>They begin to explore different <b>textures</b> through activities such as leaf rubbings.</p> <p>In connection to the topic (celebrations) children explore how they can create <b>different effects</b> focussing on Goldstein e.g., spatting, splashing, dripping to represent fireworks. Children create their own props to act out stories – silhouettes.</p> <p><b>DM links- DM links- Expressive Arts and Design- Children in Reception (B)</b></p>	<p>Children explore the use of salt dough to make ‘dinosaur fossils’ and in the playdough as part of the rainbow challenge they use a range of resources to make dinosaurs.</p> <p><b>DM links- Expressive Arts and Design- Children in Reception (W)</b></p>	<p>the pictures effectively on the outline.</p> <p><b>DM links- Expressive Arts and Design- Children in Reception (W) and (S)</b></p>	<p>appropriate media e.g. spheres for wheels. Children will be encouraged to start to use the skills they have learnt already independently.</p> <p><b>DM links- Expressive Arts and Design- Children in Reception (S) and ELGs</b></p>	<p>desired outcome – e.g., water colours instead of paint or pastels. They reinforce their knowledge of colour in connection to seasons e.g., spring colours – yellows, greens, pale blues.</p> <p><b>DM links- Expressive Arts and Design- Children in Reception ELGs</b></p>
<b>Maths</b>						
<b>White Rose</b>	<p>Match, sort and compare.</p> <p>Talk about measure and patterns.</p> <p>It’s me, 1,2,3</p>	<p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with four sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height, and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>

<b>NCETM scheme</b>  <b>Number</b>  <b>Numerical Patterns</b>	<p>Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of up to 5 objects. Children begin to understand that as we count each number is 1 more than the one before.</p> <p>Children begin to subitise to 3.</p> <p>Children explore the composition of numbers within 3 and 4.</p> <p>Children look at the comparison of numbers up to 3 by saying which is more and which is less.</p> <p>Children revisit patterns looking at patterns in the environment e.g., on our clothes and recognise the repetition. They make their own repeating patterns.</p> <p>SSM – Children explore circles and triangles and talk about the properties of these shapes. They learn the names of the 3D shapes; cylinder and triangular prism when</p>	<p><b>Children subitise to 5</b></p> <p>When counting groups of objects children focus on how many altogether.</p> <p>They learn to link 5 to one hand and use fingers and objects.</p> <p>Begins to recite numbers beyond 20</p> <p>Comparison of numbers using the language of more/fewer/equal to</p> <p>Composition of numbers within 3 4 and 5 and understand that the 'whole' is made up from parts</p> <p>SSM – Children explore squares and rectangles and talk about the properties of these shapes. They learn the names of 3D shapes; cube, cuboid when printing squares and rectangles with their faces.</p> <p>Children compare objects by size, length, and weight. Children learn half past on a clock.</p>	<p><b>Children subitise up to 6</b></p> <p>Children can match numeral to quantity to 6. When counting children secure their knowledge of the Stable order principle to 6.</p> <p>Ordinal numbers – First, second, last, one more. Composition of number- Children begin to explore the numbers 6 and 7 as numbers that are composed as 5 and a bit.</p> <p>Comparison Numerosity of sets and are encouraged to use the language of more and fewer as they as the focus is countable things.</p> <p>Children learn quarter past on a clock.</p> <p>SSM – Children will consolidate their knowledge of 3D shapes; cube, cuboid when printing squares and rectangles with their faces.</p>	<p>Children will consolidate their understanding of composition of numbers by investigating the numbers within 7. They will compose and decompose numbers investigating part/part/whole relations.</p> <p>Children become secure with their counting and can count out a set of objects from a larger set.</p> <p>Children will learn about 9 and 10.</p> <p>They begin to count beyond 20 and begin to recognise the word pattern embedded in most of our number names.</p> <p>Children consolidate the stable order principle with numbers 1 – 10 and realise their position within this number line does not change. Children focus on ordinality considering where numbers to 8 are in relation to one another.</p> <p>They will use the language of more, equal to or less than to describe the relationships between numbers.</p>	<p><b>Children subitise increasingly complex arrangements.</b></p> <p>Children count for a range of purposes.</p> <p>Once secure in their counting skills they will continue the counting sequence and identify missing numbers within it.</p> <p>Through practise children will demonstrate an understanding of the differences in the number names e.g., between 'teen' and '-ty' numbers.</p> <p>Children will use different representations to explore the composition of numbers to 10.</p> <p>Children will also use their fingers, 10-frames and Hungarian number patterns to begin to explore '5 and a bit' numbers to 10.</p> <p>Children explore 3D shapes around the environment and</p>	<p><b>Children consistently subitise increasingly complex arrangements</b></p> <p>Children develop confidence in counting strategies by counting on from different starting numbers and will also know when they can subitise or when they should use their counting strategies.</p> <p>Children build on their skills in comparing attributes and quantities and focus exclusively on ordinality: considering where numbers to 10 are in relation to each other.</p> <p>Children can apply knowledge of composition of numbers to solve mathematical problems in the form of subtraction and addition sums e.g., 10 is made from 7 and 3 therefore <math>7 + 3 = 10</math> with the use of manipulatives. Children use positional/directional</p>
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	<p>printing circles and triangles with the faces.</p> <p>Children respond to positional language to move around the indoor and outdoor environment.</p> <p>Children learn o'clock.</p>			<p>Children use perceptual subitising skills to build on their understanding of equal amounts.</p> <p>Children use manipulatives and pictorial representations to build on previous experiences with dice patterns and numbers of fingers to explore doubling quantities to 10.</p>	<p>consolidating their knowledge of names and talking about their properties.</p> <p>Children revisit all clock times.</p>	<p>language to describe the route from Reception to Year 1.</p> <p>Children revisit all clock times.</p>
<b>Personal Social and Emotional Development</b>						
<p><b>Self-regulation</b></p> <p><b>Managing-self</b></p> <p><b>Building relationships</b></p> <p><b>(PSED will be discussed daily in class assemblies and use of the traffic light system and zones of regulation)</b></p>	<p>Children focus on self; they revisit the amazing things our bodies can do in connection with the senses and look at similarities and differences between themselves and their classmates in terms of appearance (self-portraits) and things they like and enjoy appreciating that we are all special. The children will discover who can keep them safe e.g., firefighters, police officers, doctors, and nurses.</p>	<p>Children build on their knowledge of similarities and differences between themselves and peers by using photos of their families to talk about the people that are special to them. They discuss family traditions and cultural celebrations in connection with the different religions and build on their respect for different beliefs.</p>	<p>Children now feel confident in the environment and strong relationships between new friends and teachers will have been built. Children are taught that to maintain these relationships respect and appreciation for each other and what we do is paramount. Children understand that it is important to help at home, and to respect their own property and the property at school and the environment.</p>	<p>Through the topic of Growing, children learn about all the factors involved in maintaining a 'healthy lifestyle' (in addition to food from investigation) thinking about the importance of sleep, mental health, and exercise. Children learn about different life cycles in particular the life cycle of a human. They also understand the importance of resilience, persevering when things are tough to reach their goals.</p>	<p>Children will reinforce their knowledge of all the people that keep us safe, and explore safety and dangers in more depth including; road safety (linking to transport) E safety, stranger danger, dangers inside the home (electrical items, water, cleaning liquids/fluids).</p>	<p>They think in depth about how they have changes in the space of a year reviewing photos from the beginning of reception and for some Nursery and think about the changes that will be happening as they move into year one.</p>
<b>Communication and Language</b>						
<p><b>Listening, attention and understanding</b></p> <p><b>Speaking</b></p>	<p>Children use simple sentences to talk about themselves, their likes, and dislikes. They will talk about significant people</p>	<p>Children can listen to others and share their own ideas/experiences such as family traditions.</p>	<p>Children will listen to and talk about the stories they listen to in literacy. They will be able to retell the story, once they have developed a deep familiarity with the text. Children will be</p>	<p>Children can retell a simple sequence of instructions – growing a plant.</p> <p>The children will be able to offer explanations as to how</p>	<p>Children understand the comparison between right and wrong themes within traditional tales.</p>	<p>Can talk about what is good for our environment and how we can help to protect it.</p>

	<p>and stories that they have heard.</p> <p>Children will be supported to develop their skills in asking questions, understanding they need a response and will be encouraged to ask for help. They will also develop social phrases such as how to approach others they want to play with.</p> <p>Children will learn new vocabulary related to the topic and practice using this e.g., when in the role-play area dressing up as the different people who help us. Children can talk about the seasons and the signs of Autumn.</p>	<p>Children will listen attentively and respond to what they hear with relevant questions. They will recall special times for themselves and their families and be able to talk about them with others.</p> <p>Children will participate in discussions surrounding their festivals which are special to them and express their feelings about the festival. Peers will then ask questions for clarity and understanding of their festival. They will learn and use new vocabulary in connection with celebrations. They will also learn new vocabulary through their light and dark investigations such as nocturnal and be able to use this when talking about groups of animals.</p>	<p>able to talk about their observations of animals, dinosaurs and their habitats using topic specific vocabulary. Children will confidently talk to their peers and share new facts.</p> <p>During class assemblies the children will talk about their own homes, their families and who they live with supported by photos shared by the parents and will enjoy talking about family members they have abroad and their experiences with them. They will express their feelings using full sentences, including the use of past, present, and future tenses with modelling and support from the teacher. Children will then ask questions to clarify their understanding.</p>	<p>plants grow from a seed and what conditions are needed. Children will use vocabulary from nonfiction books such as stem, seed, leaf, sunlight, water etc. Children will then continue to use this new vocabulary during continuous provision.</p> <p>Children will understand why questions such as 'Why do we need to water the plants?' The children will also offer explanations as to how to stay healthy. They will also be able to talk to peers and teachers about eating healthily and exercising. They will use any new vocabulary in their domestic roleplay.</p> <p>The children will retell the story of Jack and the Beanstalk, have a deep familiarity with the text and be able to speak with exact repetition and use some of their own words.</p>	<p>Children will enjoy listening to longer stories and will remember much of what happens.</p>	<p>Children use intonation when reading or acting out a play narrative.</p> <p>Children can express their point of view on how we can keep the ocean, school, and streets tidy. Children will also have opportunities to debate using words as well as actions.</p> <p>Children to make comments after listening attentively to how the world is changing through littering and pollution.</p>
<b>Key vocabulary</b>	<p><i>Family; Mum, brother, sister, Nan, grandad etc, like, dislike, home, Doctor, nurse, teacher, dentist, refuge worker, librarian, policeman, firefighter, paramedic, Autumn,</i></p>	<p><i>Christianity, Islam, Hinduism, Sikhism, Judaism, beliefs, religion, faith, celebrations, festivals, culture, Diwali, Christmas, Hanukkah,</i></p>	<p><i>Winter, spring, animals, dinosaurs, extinct, endangered, environment, evolution, past, present, adult, young, baby, wild, farm, domestic, carnivore, herbivore, omnivore, habitat.</i></p>	<p><i>Growing, life, lifecycle, farming, water, soil, sunlight, healthy, carbohydrates, fats, proteins, sugar, fruit, vegetables, fibre, healthy, unhealthy, treat.</i></p>	<p><i>Transport, travel, car, van, lorry, bus, train, aeroplane, ferry, boat, bike, scooter, taxi, roads, tracks, traffic lights, stop, get ready, go,</i></p>	<p><i>Summer, earth, planets, solar system, space, environment, eco, recycle, ocean, pollution, change, adventure, explore,</i></p>

	School, street, local area, town, city, country, England, United Kingdom, Higher Walton, Preston, Walton-Le-Dale, Bamber Bridge, Church.	bonfire night, Halloween, Easter, birthday Autumn, Winter.			safety, crossing, green cross code.	environment, change, Year One.
<b>Physical Development</b>						
<b>Gross Motor</b> <b>Fine-motor</b>	<p>Spatial awareness and multi-step instruction games. Running, jumping outside with increasing control.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough. Drawing myself; what features do I have?</p>	<p>Spatial awareness and coordination games, throwing and catching. Dance to music, moving with control around the floor.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Drawing maps.</p>	<p>Invasion games, throwing and catching. Balance- standing on one leg, walking along a bench, climbing.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Drawing and painting animals, pencil control, modelling dough.</p>	<p>Team games and ball skills including using a racquet. Running, jumping, hopping from foot to foot, running around obstacles.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals. Drawing and painting plants and flowers, leaf rubbings, pencil control.</p>	<p>Team games including relay races, using racquets and balls, throwing and catching. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g., spirals Drawing, painting transport, junk modelling vehicles.</p>	<p>Racing and obstacle courses – skills for sports day. Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.</p> <p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough. Drawing, painting, weaving or simple sewing.</p>
<b>PE Passport</b>	<p><b>Fundamental Movement Skills-</b> To jump for distance, to land appropriately, to hop on both feet, to underarm and overarm throw for distance, to catch with increasing accuracy, to climb with confidence under, over and through climbing equipment.</p> <p><b>Superworm-</b> To perform the basic skill of jumping.</p>	<p><b>How to catch a star-</b> To balance on small and large body parts in the shape of a star. To send a ball/throwing equipment with increasing accuracy, to jump and land appropriately, to climb under, over and through climbing equipment, to practise throwing overarm.</p>	<p><b>Rosies Walk-</b> To jump and land appropriately, To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding, and hopping, to climb under over and through climbing equipment, to experiment with different ways of travelling on hands and feet.</p> <p><b>Rumble in the Jungle-</b> To travel on hands and feet, to roll in a variety of ways, to use an</p>	<p><b>Mini-Beasts-</b> To perform the basic skill of jumping, to travel over, under and throw climbing equipment, to travel over, under and through balance and climbing equipment, to catch a large sponge ball, to catch with increasing accuracy, to roll in a variety of ways.</p> <p><b>Hungry Caterpillar-</b> To perform the basic skill of</p>	<p><b>Castles-</b> To throw under arm, to roll a ball, to jump and land appropriately, to perform a variety of gymnastic rolls, to climb up and down apparatus using alternate feet, to revise fundamental movement skills.</p> <p><b>Transport-</b> To travel in a variety of ways, to adjust speed and direction to</p>	<p><b>Space-</b> To travel in a variety of ways. To adjust speed and direction to avoid obstacles, to show increasing control over an object pushing it, to perform a variety of gymnastic rolls, to over arm throw for distance, to climb nursery, play climbing equipment, to revise fundamental</p>

	<p>To travel in a variety of ways low to the ground, to travel around the space hopping and skipping, to catch a large ball, to travel under, over and through balancing and climbing equipment, to pull themselves up on climbing equipment.</p>		<p>underarm and over arm throw with increasing accuracy.</p>	<p>jumping, to travel in a variety of ways low to the ground, to travel over, under and through balance and climbing equipment, to balance on a range of body parts, to throw under arm, to roll in a variety of ways.</p>	<p>avoid obstacles, to show increasing control over an object pushing it, to perform a variety of gymnastic rolls, to over arm throw for distance, to climb nursery play climbing equipment, to revise fundamental movement skills covered in the unit.</p>	<p>movement skills covered in the unit.</p> <p><b>Seaside-</b> To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To underarm throw with some accuracy. To revise fundamental movement skills covered in the unit.</p>
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