



St Annes RC Primary School  
 Early Years Foundation Stage  
 Reception Curriculum Overview  
 2024-2025

	Autumn 1 (7 weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (8 weeks)	Summer 1 (4 weeks)	Summer 2 (6 weeks)
Themes	All About Me	Woodland	Homes/Crumpsall	Earth and Space (5wks) & In the Garden (3 wks)	in the garden	superheroes & Local Heroes
Characteristics of effective Learning	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Overarching Principles	<p><b>Unique Child:</b> Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p>					

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

**We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.**

Themes	Unique child		Positive Relationships		Enabling Environments	
		<ul style="list-style-type: none"> <li>• Display children's names</li> <li>• Celebrate birthdays</li> </ul>		<ul style="list-style-type: none"> <li>• 'Learning journeys'               <ul style="list-style-type: none"> <li>• Key groups</li> </ul> </li> <li>• Children's ideas, activities, interests</li> </ul>		<ul style="list-style-type: none"> <li>• Indoor and outdoor resource enhancements               <ul style="list-style-type: none"> <li>• 'plan-do-review'</li> </ul> </li> <li>• Support and scaffold children learning</li> </ul>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me (UTW-history )	Woodland (UTW- Geog & Science)	Homes (UTW- Geog, EAD- D&T)	Earth and Space / In the Garden (UTW/Science)	In the garden (UTW Science-growth)	superheroes (EAD-DT/ Art)
Trips/experiences /visitors	Paralympian	Owls	Local walk/Library visit	Science week	tadpoles/cater pillars minibeast visit	visit from a police officer
Hook	Photos of families to create Home Corner display	Farm visit to school	junk modelling day-making 3d houses	story telling session	Caterpillars and tadpoles in the classroom/	superhero fancy dress day

					minibeast visit to school	
<b>Parental engagement</b>	Transition - parents invited in for daily question/ sign in  Parent reading workshop - new home reading books  Parents evening	Parents invited to share their family celebrations (Christmas, Diwali, birthdays, births, etc)  Learning Journey viewing session	Parents invited to listen to a story time read by the teacher  Phonics Workshop	stay and play session  Learning journey viewing session  reading workshop	Parent gardening day - planting and harvesting with their children	End of year assembly  Sports Day  Parent Consultation - reports and Learning Journeys
<b>cultural capital</b>	occupation focus: dentist	occupation focus: vet  Diwali (Hindu) Christmas (Christian)  Now press play: on the farm	occupation focus: chef, baker, police  Chinese new year	occupation focus: doctor/ optician  Lent, Easter (Christian)  Passover (Jewish)	occupation focus: green grocer, farmer  Eid (Islamic)	occupation focus: fire fighter  Eid (Islamic)  now press play: under the sea (floating and sinking recap)
<b>Book</b>	Colour Monster- <b>Anna Llenas</b>  drawing club x5	Foggy foggy Forest- <b>Nick Sharrett</b>  little red riding hood  owl babies <b>Wendy Stafford</b>	three little pigs  the little red hen  The great gran plan- <b>Elli Woollard</b>	<b>Oliver Jeffers- here we are (1 week)</b>  man on the moon- <b>Simon Batrum (2 weeks)</b>  welcome to alien school- <b>Carly Hart (2 weeks)</b>	Christopher's Caterpillars- <b>Charlotte Middleton</b>  Tadpoles promise	Ten rules of being a superhero <b>Deb Pilutti</b>  My mum is a super mum <b>Angela McAllister</b>

		not a stick- <b>John Hedgley</b> stickman- <b>Julia Donaldson</b> christmas story (2weeks)		Walter the wonder snail- <b>Neil Clark (2 weeks)</b> Easter story (1 week)		
<b>Author of the Term</b>	Jill Murphy Focusing on the Large family to engage interest about home life	Julia Donaldson Rhyme and alliteration	Oliver Jeffers Character focus	Giles Andreae Poetry and non-fiction	Sue Hendra Story sequencing beginning, middle, end	Diversity and inclusion focus exploring cultural diversity, family set ups, disabilities and BAME character focus
	<p>This Learning Challenge overview provides you with an insight into your child’s learning experiences throughout their reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of EYFS. Through the continuous provision, children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:</p> <p style="text-align: center;"><b>Playing and exploring - Active learning - Creative and thinking critically</b></p>					
RE Come and See	Myself (Domestic church - family) Welcome (Baptism - belonging) Birthday (Advent - Christmas - loving) Other faiths	Celebrating (Local church - community) Gathering (Eucharist - relating) Growing (Lent/ Easter - giving) Other faiths		Good news (Pentecost - serving) Friends (Reconciliation - inter relating) Our world (Universal church - world) Other faiths		

<p>PSED</p>	<p>think equal/ten/ten/no outsiders</p>	<p>the colour monster:zones of regulation- self check in gimmie 5:who keeps me safe marvellous me :same,different <b>(think equal w1)</b> these feelings :emotions <b>(think equal w2)</b> the weather inside me! :emotions <b>(think equal w3)</b> kindness session <b>(think equal w4)</b> ted the tiger tamer :like emotions to feelings in the body <b>(think equal w5)</b></p>	<p>the secret adventures of anonymous:kindness <b>(think equal w6)</b> curly the chameleon: name 5 different emotions <b>(think equal w7)</b> how to stay safe in and outdoors and who t oaks for help <b>safe inside and out (ten:ten)</b> medicines and how/when they should be taken <b>feeling poorly (ten:ten)</b> recap class charter/kindness agreement <b>(think equal week 8)</b> Faisals not himself: boys and girls can express feelings <b>(think equal w10)</b> Biyu the brave pea: empathy <b>(think equal w11)</b></p>	<p><b>Ready Teddy?</b> Children will learn what constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene (ten:ten) Thabo and the trees :responsibly for the environment <b>(think equal w12)</b> exploring sensations <b>(think equal week 13)</b> passing clouds: recognise feelings <b>(think equal w14)</b> Yoshi is different: confidence in self <b>(think equal w15)</b> Nisha and the tiger: compassion for all creatures <b>(think equal w16)</b></p>	<p>Song: Sprinkle a little sunshine <a href="https://www.youtube.com/watch?v=QuHjyaH_Hbs">https://www.youtube.com/watch?v=QuHjyaH_Hbs</a> To say what I think <b>You Choose by Nick Sharratt &amp; Pippa Goodheart (no outsiders)</b> To be friends with someone who may be different <b>Blue Chameleon by Emily Gravett (No outsiders)</b> Franciscos family : families similarities and differences <b>(think equal w17)</b> exploring sensations <b>(think equal week 18)</b> Zelda goes on holiday: compassion <b>(think equal w19)</b> the monster in the smoke: speak when they see something unfair <b>(think equal w20)</b></p>	<p><b>1) Head, Shoulders, Knees and Toes</b> To learn that their bodies are good and made by God -The names of the parts of the body (non-genitalia) (ten:ten) <b>3) I like, you like, we all like</b> To learn that we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) (ten:ten) <b>4) Good Feelings, Bad Feelings</b>To develop language to describe their feelings (ten:ten) <b>5) Growing Up</b> To learn that there are natural life stages from birth to death, and what these are (ten:ten) Nothando's Journey: identify unpleasant emotions <b>(think equal week21)</b> Reha to the rescue: recognise emotions <b>(think equal week 22)</b></p>	<p>Song: Kindness is free: <a href="https://www.youtube.com/watch?v=w-p0uuxxSyHA&amp;t=13s">https://www.youtube.com/watch?v=w-p0uuxxSyHA&amp;t=13s</a> Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before? Children to lead the key worker groups and discuss the changes they have seen. Money: Santander lessons -Money -Where Money Comes From my amazing brain: understand we all have a brain in our head <b>(think equal week 23)</b> a tiny seed: positive difference we can make <b>(think equal week 24)</b></p>
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	self regulation	children will share their hobbies with their new friends	children will begin to have ownership and leadership roles by supporting peers in tidying up, serving snack and supporting each other	children will know how to make the right choice and the consequences of not doing so- children will explore their 'toolbox' to help regulate emotions	children will talk about their behaviour and how it affects others.  children will discuss these themes by reading: the family book, you choose, blue chameleon	children will begin to access the calm area independently and know to to access their toolbox to support them to calm down independently	children will know how to overcome challenges
	managing self	children will know the rules of safe, ready, respectful	children will talk about the importance of regular exercise during football, dance and healthy eating learning in the provision  topical safety- firework night- staying safe	children will explore the importance of tooth brushing and take home a set of brush and paste to use at home	children will access the use of iPads and know how to use them safely and sensibly	children will talk about the importance of good sleep and rest	talk about road safety and explore about being a good pedestrian

	building relationships	children will explore the colour monster and begin to identify their feelings	children will take turns and know when they listen to others.  children will share their experiences of Christmas, Eid and Diawli as we explore about our wider world	children will continue to respect one another following our class charter	children will discuss what makes them good and what makes a good friends- exploring my family book to support	children will understand how to express their opinion and begin to understand that it is okay to disagree with one another	talk about how we have grown and how we will change as we enter year 1
PD		Ongoing fine and gross motor targeted in the learning environment. Weekly football, gross motor obstacle session, dance/gymnastics alternate terms					
	gross motor	Weekly: gross motor (hall) Safely moving in a space. Different movement, ball catching, jumping, hopping  Weekly: Games focus using beanbags.  Weekly football coaching.	Weekly: Dance Responding to basic actions and moving whole body.  Weekly: Games focus using a ball.  Weekly football coaching.	Weekly: Gymnastics Travelling and use of space  Weekly: Games focus using hoops and quoits.  Weekly football coaching.	Weekly: Gymnastics Stretching, curling, jumping and landing  Weekly: Games focus using ropes, bats and balls.  Weekly football coaching.	Weekly: Dance Creating different body shapes. Acting out movements in a pattern e.g. step, step, step and stop. Hop, hop, hop and stop..  Weekly: Games focus using ropes, bats and balls.  Weekly football coaching.	Weekly: Fitness Circuits Dance Responding freely to a range of music.  Weekly: Games focus Talking about changes in their body and the importance of exercises and making healthy choices.  Weekly football coaching.
	fine motor	good pencil grip and posture  Children will know how to correctly	Children will know how to do up and undo buttons.	Children will know how to use a knife and fork.	Children will know how to use two-hole scissors to make snips in paper.	Children will know how to thread and sew.	Children will know how to use two-hole scissors to cut along lines.

		form the letters m,a,s,d.	Children will know how to correctly form the letters t, i, n, p, g, o.	Children will know how to correctly form the letters c, k, u, b, f, e	Children will know how to correctly form the letters l, h, r, j, v, y.	Children will know how to correctly form the letters w, z, x, q.	Children will know how to correctly form capital letters.
		As part of C and L and Literacy, children will take part in a daily Read Write Inc phonics session based on their phonic ability. This will allow children to gain skills in their listening and attention, understanding, speaking as well as reading and writing. This session is followed with fine motor activities and a handwriting focus. Daily rhymes and songs, stories and literacy time all reinforce and help children develop a love of stories, reading and rhyme. Home reading is encouraged to be completed daily.					
C&L	Listening, attention, understanding	Children will listen carefully to the colour monster  Children will ask what questions about the story	Children will join in with repeated refrains in Owl babies and foggy foggy forest  Children will ask who questions about the characters in the foggy foggy forest and when accessing the provision	Children will talk about key events in the story  Children will ask when questions- focusing on the the three little pigs story	Children will identify the main characters in the alien school and talk about their feelings.  Children will ask where questions.	Children will link events in a story to their own experiences.  Children will ask why questions	Children will 'hot seat' characters from a story- super hero. asking questions to his 'friends' about how can he help
	speaking	Children will know and retell Jill Murphy- Piece of cake  Children will know and use vocabulary linked to their theme 'all about Me!' including special, unique, similar, and different.	Children will know and retell owl babies  Children will know and use vocabulary linked to their theme 'woodland' hedgehog, rabbit, owl, squirrel, fox, badger, deer	Children will know and retell 'the three little pigs'  Children will know and use vocabulary linked to their theme 'homes'- home, house, building, shelter, construct, flat, hotel, garden, ship, boat, treehouse...	Children will know and retell welcome to alien school  Children will know and use vocabulary linked to their theme 'earth and space' including, land, sea, globe, earth, solar system, planets.	Children will know and retell 'Christopher's caterpillars'  Children will know and use vocabulary linked to their theme in the garden' including life cycle, environment, and wild plants.	Children will know and retell super Daisy  Children will know and use vocabulary linked to their theme 'superheroes' including rescue, help, save, cape, costume, brave,



				Children will express ideas using past and present tense.			Children will express ideas using past and present tense.
Phonics		RWI Set 1 Sounds		RWI Set 1/ Special Friends		RWI Set 2	
Literacy	comprehension	<p>weekly drawing club sessions</p> <p>class focus: becoming familiar with the book corner and how to listen to stories being read.</p> <p>Children will listen to a selection of books being read and re-read, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories-daily</p>	<p>Weekly drawing club sessions</p> <p>class focus: retelling the little red riding hood using actions, talking red riding hood and the wolf</p> <p>Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories-daily</p>	<p>Initial week back drawing club into Literacy</p> <p>class focus:retelling the three little pigs using a story map and action, talking about the pigs and wolf and the message from the story.</p> <p>Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories-daily</p>	<p>class focus: man on the moon-discussion the jobs the aliens do in the stories.</p> <p>Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories-daily</p>	<p>class focus: Christophers discussing the methods used to find the butterflies and how tadpole and caterpillar feel when they both grow and change</p> <p>Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories-daily</p>	<p>class focus: different ways to save the people in trouble (underpants wonder pants)</p> <p>Children will read and re-read a selection of books, developing reading skills, fluency, understanding and enjoyment.</p> <p>talk through stories- daily</p>
	word reading	<p>Children will read and correctly form the sounds m, a, s, d, t, i, n, p, g.</p> <p>Children will hear and identify initial sounds in words.</p>	<p>Children will read and correctly form the sounds o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x.</p>	<p>class focus:reading a letter and instructions from the little pigs how to build house/ reading shared book</p>	<p>class focus: reading diary accounts from the man on the moon</p> <p>Children will read and correctly form the sounds in set 1</p>	<p>class focus: reading letters and posters from Chistopher about his butterflies and tadpoles promise about his lost rainbow.</p>	<p>class focus: reading letters for help from the characters in underpants wonderpants</p> <p>Children will sound and blend words with RWI set</p>

			<p>Children will blend known sounds in words.</p> <p>Children will know tricky red words to, into, l, the</p>	<p>Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know tricky red words no, go, so.</p>	<p>Children will blend known sounds in words.</p> <p>Children will know tricky red words he, she, me, we, be.</p>	<p>Children will read and correctly form the sounds</p> <p>Children will blend known sounds in words. ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will know tricky red words are, they, her.</p>	<p>1 and the first 6 sounds in set 2.</p> <p>Children will know tricky red words my, by, of.</p>
Literacy	writing	<p>weekly drawing club sessions</p> <p>Children will know how to correctly form the letters m,a,s,d.</p> <p>Children will know how to write their name- using their name card</p> <p><b>class focus:</b> labelling pictures of family and friends/ drawing club (initial sounds)</p>	<p>weekly drawing club sessions</p> <p>Children will know how to correctly form the letters t, i, n, p, g, o.</p> <p>Children will know how to write initial sounds and begin to write CVC words</p> <p><b>class focus:</b> labelling and characters from our familiar stories drawing club</p>	<p>weekly drawing club sessions</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p> <p>Children will know how to write CVC/CVCC words and begin to write short phrases.</p> <p><b>class focus:</b> speech bubbles character descriptions</p>	<p>Children will know how to correctly form the letters l, h, r, j, v, y.</p> <p>Children will know how to write a short phras.</p> <p><b>class focus:</b> writing our own diary using correct order of days of the week/ exploring story maps</p>	<p>Children will know how to correctly form the letters w, z, x, q.</p> <p>Children will know how to write a short sentence.</p> <p><b>class focus:</b> designing posters with facts/life cycle info about minibeast life cycles (first, next, then, finally)/ exploring story maps</p>	<p>Children will know how to correctly form capital letters and begin to use full stops.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p><b>class focus:</b> writing about their own super power</p>

mat hem atica   deve lop men t	numbers  (see Mastering number LTP for detailed break down of 4 areas of number)	Children will represent, compose and compare numbers to 4	Children will represent, compose and compare numbers to 5.	Children will know number bonds to 4.  Children will identify 0.  Children will represent, compose and compare numbers to 8.	Children will know number bonds to 5.	Children will know $5+5=10$ , $0+10=10$ .  Children will count forwards and backwards within 10.	Children will double within 10.
	numerical pattern	Children will match and sort.  Children will compare amounts, size, mass and capacity.  Children will make AB patterns.	Children will identify and describe circles, triangles, squares and rectangles.  Children will use positional language including under, over, around and through.  Children will identify one more and one less within 5.	Children will compare mass and capacity.  Children will make pairs.	Children will combine 2 groups.  Children will explore length, height and time.  Children will compare numbers to 10.  Children will identify a cube, sphere, cylinder and cone.  Children will make ABB/AAB repeated patterns.	Children will build and identify numbers to 20.  Children will match patterns using tangrams and shapes.  Children will add more and take away within 20	Children will equally share into two groups.  Children will identify even and odd numbers up to 10.  Children will verbally count beyond 20.
und erst andi ng the world	past and present	Baptising class babies in the home corner.  <b>Historical development</b> - My family and who I live with- how have a	Diwali, Christmas - family celebrations  children will explore Remembrance day and know that it is a time to remember	<b>Historical development</b> - Chinese New Year/ Exploring countries through book links.  Similarities and differences - within home life, culture and	Lent, Pancake Day, Easter, Mothering Sunday  learn who David Attenborough is and why he is important	<b>Historical development</b> - How have ourselves and our parents changed over time? <b>Recap Ourselves topic family member vocabulary.</b>	<b>Transition</b> - What will happen in the future? Exploring new class and outdoor space.

		changed from being a baby	the soldiers who died in the war	area including the differing houses around the world <b>Recap Ourselves topic culture and faith.</b>		children will learn the word 'past' and know it is anything that happened before today. they will learn the word 'present' and know it is anything that is happening now.	
People communities and cultures	children will know the name of our school and the road it is on  children will identify autumn weather	<b>Geographical development</b> - My local area, making and using maps of familiar area - picture based.  children will explore celebrations of Christmas, Diwali and Eid	<b>Geographical Development</b> - children will look at differences between life in a city to a rural area- Crumpsall/Manchester  exploring aerial maps of our local area	<b>Geographical development</b> - Exploring a globe- land is green sea is blue  <b>Recap home's vocabulary.</b> Talking to adults about different cultural experiences.  comparing animals from the land or sea- sorting them	<b>Geographical Development</b> children will know we can only grow certain fruits and vegetables in Britain	<b>Geographical Development</b> identify land and sea on a simple map- linking to rescue situations	
the natural world	<b>Scientific enquiry</b> - My body and senses- exploring 5 senses through activities-	<b>Scientific enquiry</b> - identify plastic and metal, know that magnets can pick up metal.	<b>Scientific enquiry:</b> will know this time of year is winter. exploring ice and water and how it can freeze and melt	<b>Scientific enquiry</b> biology  children will know animals who live on	<b>Scientific enquiry</b> - explore the changes over time and explore the different seasons- naming all 4	<b>Scientific enquiry</b> - Exploring the best material to make a cape. Exploring the best material for -floating,	

		tasting, smelling, listening, touching	<p>biology: nocturnal animals- exploring meaning of vocab/ animal classification- land, sky, sea/ day, night</p> <p>recognise woodland birds- blackbird, robin, owl, fox, badger, squirrel. know that birds can fly with wings</p> <p>physics: exploring shadows- linked to story foggy foggy forest</p>	<p>explore floating and sinking- use a range of materials. Children sort materials to see what would make a good home.</p>	<p>land/ sea (sorting)- whale, shark, fish, lion, kangaroo, polar bear</p> <p>They know to explore this time of year and know it is spring.</p>	<p>explore the changes in a flower/ladybird</p> <p>Recap Forest- changes over time understanding and vocabulary.</p> <p>Forest school focus.</p>	<p>invisibility, strength, aerodynamic, look good (week project) *recap floating and sinking, materials, *</p> <p>Recap woodland topic - textures understanding and vocabulary.</p>
UW -		<p><b>Exploring Computer Science:</b> Remote control cars, torches, Beebots, interactive touch screen, interactive games and resources, disabled remote controls and mobile phones in the Home Corner/ Role Play Area.</p> <p><b>Talk times</b> - keeping safe online with an adult, websites- CBeebies, Top Marks, Phonics Play.</p> <p><b>Recording self:</b> microphones, talking tins, walkie talkie mobiles.</p> <p><b>Capturing work:</b> ipads, cameras, printing from computer program.</p>					
Tech							

EAD	creating with materials	<p><b>Art processes and techniques</b> Drawing a self portrait including facial features and body parts.</p> <p>children will know how to mix primary colours to make secondary colours- blue and red- making purple</p>	<p><b>Art processes and techniques</b> make pictures using fruit and vegetables people and animals- learning about artist Guiseppe Aricomboldo</p> <p>making animals with play dough/ plasticine</p> <p>children will know how to mix primary colours to make secondary colours- blue and yellow- making green</p> <p>christmas card- collage craft. stable/baby Jesus in a manger/ a star</p> <p><b>Designing and making techniques</b></p>	<p><b>Art processes and techniques</b> 2d collages of story characters- little pigs</p> <p><b>Designing and making techniques</b> designing and making settings for three little pigs to live in using junk modelling- cardboard boxes, tubes, masking tape. homes</p>	<p><b>Art processes and techniques</b> dot work using cotton buds and fingers. Using secondary colours- children to explore making space pictures</p> <p>exploring colour mixing with water colours</p> <p><b>Designing and making techniques</b> look at work from Sarah Sze- children use different materials to create a class mobile</p>	<p><b>Art processes and techniques</b> Symmetrical butterfly. Painting - mixing primary colours.</p> <p><b>Designing and making techniques</b> children will explore making a tab join- making minibeast homes (outdoor focus)</p>	<p><b>Art processes and techniques</b> Designing and making our cape.. Making different shades of the same colour- using white and black.</p> <p><b>Designing and making techniques</b> Making moving cape- using split pins</p>
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	<p>being imaginative</p>	<p><b>Music</b> Weekly music session - exploring instruments and the sounds we can make. Sing nursery rhymes and circle games</p> <p><b>Role play</b> Home corner - home life play.</p>	<p><b>Music</b> Weekly music session - exploring instruments and the sounds we can make. Sing nursery rhymes and circle games.</p> <p><b>Role play</b> <b>vet</b> Nativity play Christmas wrapping station role play.</p>	<p><b>Music</b> Weekly music session. Using instruments to follow rhythms. Sing topic- based rhymes and circle games. they will begin to tap along to a rhythm</p> <p><b>Role play/ drama</b> three little pigs kitchen</p>	<p><b>Music</b> Weekly music session. Using instruments to follow rhythms. Sing Topic-based rhymes and circle games.</p> <p><b>Role play/ drama</b> space shuttle</p>	<p><b>Music</b> Weekly music session. Using instruments to make own rhythms. Make up our own songs and circle games.</p> <p><b>Role play:</b> Garden Centre</p>	<p><b>Music</b> Weekly music session. Using instruments to make own rhythms. Make up our own songs and circle game.s</p> <p><b>Role play</b> superhero hideout den.</p>
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Communication and Language	Personal, Social, emotional development	physical development	literacy	mathematics	understanding the world	expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen,</p>	<p><b>ELG: Self-Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b> Be confident to try new activities and show</p>	<p><b>ELG: Gross Motor Skills</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b> 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. Begin to</p>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read</p>	<p><b>ELG: Number</b> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up</p>	<p><b>ELG: Past and Present</b> 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. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious</p>	<p><b>ELG: Creating with Materials</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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><b>ELG: Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in</p>



<p>making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>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><b>ELG: Building Relationships</b> 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>	<p>show accuracy and care when drawing.</p>	<p>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><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentence</p>	<p>to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>time with music.</p>
<p>Assessment opportunities</p>	<p>Analyse Nursery Assessments In-house - Baseline data on entry RBA Baseline data by end of 6 weeks Baseline analysis</p>	<p>On going assessments Pupil progress meetings Parents evening EYFS team meetings In house moderation End of Term Assessments</p>	<p>Cluster moderation Parents evening EYFS team meetings</p>	<p>Pupil progress meetings EYFS team meetings End of Term Assessments</p>	<p>Cluster moderation EYFS team meetings Begin to make judgements for ELG</p>	<p>Pupil progress meetings Parents Book Look EYFS team meetings Finalise EOY ELG data</p>

