

Reception Long Term overview



Our vision for EYFS is that children will have access to the same high standard of quality teaching, interaction and environment.







We want children to be happy, confident and well-rounded individuals; to discover the excitement of learning, the rewards of achievement and to acquire life skills through the seven areas of learning in the EYFS. We believe in providing all children with a safe and stimulating environment that builds on each individual's needs and interests. We value the importance of both our indoor and outdoor learning environments and strive to offer children the opportunity to develop their thinking and problem-solving skills, through exploration and investigation stemming from meaningful experiences.

We believe that children should have the opportunity to learn through play, and that learning should be fun, engaging and suitably challenging. Through carefully considered provision and high-quality adult interaction, we encourage every child to develop their skills, attitudes and understanding in order to help them to become confident, active members of a diverse and constantly changing society.

We want every child to look forward to coming into school and to regard it as a safe, happy and exciting place to be. Creating an effective three-way partnership between children, parents and school, we strive to create relationships that will give each child the confidence, safety and self-esteem to develop his or her talents to the full and become the best that they can be.

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	Term 1: Autumn 1 – 7 weeks All about me! 	Term 2: Autumn 2 – 7 weeks Let's celebrate! 	Term 3: Spring 1 – 6 weeks In the garden 	Term 4: Spring 2 – 6 weeks Once upon a time 	Term 5: Summer 1 – 6 weeks Zoom to the moon 	Term 6: Summer 2 – 7 weeks Amazing Animals 						
Characteristics of Effective Learning	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>											
Prime areas												
Communication and Language	<p>Whole EYFS Focus – CL&U is developed throughout the year through our high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.</p> <p style="text-align: center;"><u>12 Key Strategies to promote and support children's speech, language and communication development:</u></p> <p>1. Good Listening Skills, 2. Saying when you don't understand something, 3. Thinking Time, 4. Talking in a group (with an adult), 5. Using visual support for tasks and routines, 6. Targeting and praising spoken language skills, 7. Questioning, 8. Vocabulary: repetition and visual methods, 9. Modelling Language, 10. Asking for clarification, 11. Vocabulary: core and extension, 12. Talking with a partner</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="333 879 636 1407"> Understand how to listen carefully and why listening is important. Engage in story times. Develop social phrases Describe some events in detail </td> <td data-bbox="636 879 938 1407"> Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in non-fiction texts. Engage in story times. Learn new vocabulary. Describe some events in detail </td> <td data-bbox="938 879 1240 1407"> Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. </td> <td data-bbox="1240 879 1543 1407"> Engage in story times Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Retell the story once they have developed a deep familiarity with the text; </td> <td data-bbox="1543 879 1845 1407"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary through the day Learn new vocabulary </td> <td data-bbox="1845 879 2148 1407"> Use new vocabulary in different contexts. Engage in no fiction books Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. </td> </tr> </table>						Understand how to listen carefully and why listening is important. Engage in story times. Develop social phrases Describe some events in detail	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in non-fiction texts. Engage in story times. Learn new vocabulary. Describe some events in detail	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Engage in story times Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Retell the story once they have developed a deep familiarity with the text;	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them. Use new vocabulary through the day Learn new vocabulary	Use new vocabulary in different contexts. Engage in no fiction books Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.
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				some as exact repetition and some in their own words.		
Communication and Language/Literacy	<p>1 book each week:</p> <p>Incredible you – Rhys Brisenden</p> <p>Peace at last</p> <p>Only one you – Linda Kranz</p> <p>Five minutes peace</p> <p>The colour monster (Discussing feelings)</p> <p>Objective Writing – My Family Baseline pic/writing</p> <p>Diwali – the festival of light Objective Writing – Writing about what happened in the story</p>	<p>1 book each week:</p> <p>Room on the broom Objective Writing – Writing a list of things to include to make a magnificent broom.</p> <p>Kipper’s Birthday Independent Writing – Writing invitations and party food lists</p> <p>Stickman Objective Writing – Writing about what happened in the story</p> <p>Hannukah</p> <p>The Jolly Christmas Postman Objective Writing – Writing a letter to Santa</p>	<p>1 book each week:</p> <p>Winnie in Winter Independent Writing</p> <p>The Hungry Caterpillar Objective Writing – Writing about what the caterpillar ate</p> <p>A year in Percy’s Park Objective Writing (Chinese New Year – The Great Race Story)</p> <p>Mad about minibeasts Independent Writing – Drawing Club</p> <p>Oliver’s Vegetables Objective Writing –</p>	<p>1 book each week:</p> <p>Goldilocks and the three bears Objective Writing – A letter to say sorry</p> <p>The three little pigs Objective Writing – Writing about what happened in the story</p> <p>Gingerbread man Independent Writing – WANTED poster</p> <p>Little Red Riding hood Objective Writing – Character descriptions</p> <p>The Three Billy Goats Gruff Objective Writing – Creating a different ending to the story</p> <p>Last Week – Nursery Rhyme Hickory dickory dock Humpty Dumpty Incy Wincy</p>	<p>1 book each week:</p> <p>Whatever next Objective Writing – Writing about what happened in the story</p> <p>Rocket mole Objective Writing –</p> <p>The man on the moon Objective Writing – Write a sentence about what jobs Bob did on the moon.</p> <p>Aliens love underpants – Objective Writing – Designing and describing their own aliens</p> <p>The Smed and Smoos Objective Writing –</p> <p>The first hippo on the moon Objective Writing – Writing a list of things they would take in a rocket</p>	<p>1 book each week:</p> <p>Kipper’s First Pet Independent Writing – Writing a list of pets</p> <p>Farmer Duck Objective Writing – At the farm I see writing</p> <p>Handa’s Surprise Independent writing- write a sentence about what happened in the story</p> <p>The Ugly Five Objective Writing – Writing about what we see on a safari</p> <p>Lost and Found Objective Writing – Writing about what happened in the story</p> <p>Harry and the dinosaurs go to school Objective Writing –</p> <p>Tiddler Objective Writing – Writing a postcard</p>
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • see themselves as a valuable individual • build constructive and respectful relationships • express their feelings and consider the feelings of others • manage their own needs and personal hygiene 	<ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge (link to traditional stories eg: Little Red Hen) • Think about the perspectives of others (link to story the lion inside) 	<ul style="list-style-type: none"> • know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing 			

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	<ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally (Link to Colour Monster story) being a safe pedestrian (Road Safety Week) 				<ul style="list-style-type: none"> sensible amounts of 'screen time' having a good sleep routine <ul style="list-style-type: none"> See themselves as a valuable individual (Link to the You choose) 	
Physical Development – Gross motor	<p>Big muscle movements carousel</p> <ul style="list-style-type: none"> Footwork One leg Catching beanbags Big arm movements with pompoms Walking, crawling, hopping, skipping and running <p>Climbing on outdoor equipment, tyres and trim trail. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p> <p>Core muscle strength when sitting at the table and on the floor – baseline.</p>	<p>Celebration Dances – Diwali dance, carnivals & Christmas dance</p> <ul style="list-style-type: none"> Footwork Co-ordination Balance and agility <p>Core strength – yoga balances and other activities to develop core strength in class</p> <p>Just dances – brain breaks within class</p> <p>Musical instruments/pompoms in outdoor area to dance with</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop the skills they need when lining up, queuing and mealtimes.</p>	<p>Ball Skills</p> <ul style="list-style-type: none"> Throwing Catching Kicking Passing Batting Aiming Reaction/response <p>Provide a wide range of activities to support a broad range of abilities.</p> <p>Ball skills with a partner.</p> <p>Bats and balls, football within our playground.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Rolling, jumping and climbing Balancing Core Strength Co-ordination <p>Provide opportunities for children roll, jump, climb and balance</p> <p>Trim trail in outdoor area</p> <p>Confidently and safely use a large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Team Games</p> <ul style="list-style-type: none"> Co-operation Reaction/response Co-ordination <p>Encourage children to be highly active and get out of breath several times every day.</p> <p>Range of resources such as hoops and balls</p> <p>Children have the opportunity to work with peers to solve problems</p> <p>Obstacle course – balancing, jumping, crawling, skipping and climbing</p> <p>Cooperation games i.e. parachute games.</p>	<p>Sport's Day activities</p> <ul style="list-style-type: none"> Co-ordination Core strength Balancing <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Physical Development – Fine motor	<p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Manipulate objects with good fine motor skills.</p>	<p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>CVC word writing activities</p> <p>Weekly Handwriting and fine motor skills sessions</p>	<p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>CVC word writing activities</p> <p>Weekly Handwriting and fine motor skills sessions</p>	<p>Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>CVC word writing activities</p> <p>Weekly Handwriting and fine motor skills sessions</p>	<p>Daily name/CVC/sentence writing activities.</p> <p>Threading, cutting, weaving, playdough, Finger Gym activities.</p> <p>Weekly Handwriting and fine motor skills sessions</p>

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	<p>Show preference for dominant hand. Pre-Writing patterns and letter formation practice Weekly Handwriting sessions Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Develop small motor skills to use a range of tools competently, safely and confidently. (Pencils, paintbrushes, scissors, knives, forks and spoons).</p>	<p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Holding a pencil effectively in preparation for fluid writing using the tripod grip. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Continue to develop small motor skills to use a range of tools competently, safely and confidently. (Pencils, paintbrushes, scissors, knives, forks and spoons). Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
Specific areas						
<p>Literacy Word Reading - Phonics (Unlocking letters and Sounds)</p>	<ol style="list-style-type: none"> 1. Phase 1 2. Phase 2 – s, a, t 3. Phase 2 – p, i, n 4. Phase 2 – m, d, g (a) 5. Phase 2 – o, c, k (and, to) 6. Phase 2 – ck, e, u 7. Phase 2 – r, h, b (the, no, go) 	<ol style="list-style-type: none"> 1. Phase 2 – f, ff, l 2. Phase 2 – ll, ss (l, into) 3. Phase 2 end of phase assessments 4. Phase 3 – j, v, w 5. Phase 3 – x, y, z (me, be) 6. Phase 3 – zz, qu, ch (he, my, by) 7. Phase 3 – sh, th, ng 	<ol style="list-style-type: none"> 1. Phase 3 – ai, ee (they, by) 2. Phase 3 – oa, oo (long), oo (short) 3. Phase 3 – ar, or, ur (we, are) 4. Phase 3 – ow, oi, ear (you, her) 5. Phase 3 – air, ure, er (all, was) 6. Phase 3 – end of phase assessments 	<p>Weeks 1-4 – recap any phase 3 from assessments</p> <ol style="list-style-type: none"> 5. recap digraphs and putting them into words/captions 6. Phase 4 – words with letters that are hard to hear 	<p>Phase 4- Consolidate/Recap</p> <ol style="list-style-type: none"> 1. Phase 2 and 3 irregular word assessments 2. Phase 4 – CCVC or CVCC words (said, have, like, so, do) 3. Phase 4 – CCVC or CVCC words and vowels 4. Finding the vowel within CVC, CCVC and CVCC words (some, come) 5. Consolidating (were, there) 6. Consolidating (little) 	<p>Phase 4 - Consolidate/Recap/Extend</p> <ol style="list-style-type: none"> 1. Adjacent consonants CCVCC and CCCVC and CCCVCC words 2. Adjacent consonants CCVCC and CCCVC and CCCVCC words (one, when) 3. Consolidating (out, what) 4. Consolidating 5. Phase 4 caption writing 6. End of Year assessments 7. Phase 4 caption writing
<p>Literacy Word Reading</p>	<p>Initial sounds, oral blending and segmenting, CVC sounds, robot arms, introducing sound buttons.</p>	<p>Blending and segmenting CVC sounds. Knows that print is read from left to right.</p>	<p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children</p>	<p>Story structure-beginning, middle, end. Innovating and retelling stories to an audience</p>	<p>Non-fiction books and texts Internal blending Naming letters of the alphabet.</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for</p>

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Active Reading	<p>Reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p> <p>Active reading skill of predicting introduced</p>	<p>Spotting diagraphs in words. Continue using robot arms to read words that begin to get bigger. Noticing irregular words and understanding why they are different</p> <p>Active reading skills: Predicting and sounding out</p>	<p>to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Frequent reading book checks to check their book level is correct for them. Non-fiction books. Non-fiction texts.</p> <p>Active reading skills: Predicting, sounding out and connecting</p>	<p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Active reading skills: Predicting, sounding out, connecting and comparing</p>	<p>Distinguishing capital letters and lower-case letters. Recognising vowels with words. More independent reading</p> <p>Active reading skills: Predicting, sounding out, connecting and comparing</p>	<p>each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some irregular words</p> <p>Active reading skills: Predicting, sounding out, connecting and comparing</p>
Literacy Writing	<p>Representing name and initial letter sounds. Dominant hand, tripod grip. Mark making and giving meaning to marks they make. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names, labels and messages. Practising correct letter formation.</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Writing simple sentences and knowing what needs to be included (capital letters, finger spaces and full stops) with phonetically plausible attempts at words.</p>	<p>Caption Writing and irregular Words. Beginning to use irregular words within their writing and recognise them well. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation. Writing simple sentences and knowing what needs to be included (capital letters, finger spaces and full stops).</p>	<p>Beginning to practice the skill of 'Hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. Writing simple sentences and knowing what needs to be included (capital letters, finger spaces and full stops). Rhyming words. Write a character description.</p>	<p>'Hold and write a sentence'. Writing for a purpose in role play using Form lower-case and capital letters correctly. Ensuring correct letter formation. Writing simple sentences and knowing what needs to be included (capital letters, finger spaces and full stops) using their phonics knowledge correctly.</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of irregular words that are spelt correctly. Using familiar texts as a model for writing own stories. Using correct letter formation. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>
Vocabulary						
Suggested Texts	<ul style="list-style-type: none"> - The rainbow fish - It's ok to be different 	<ul style="list-style-type: none"> - Dear Zoo/Dear Santa - Pumpkin soup - Aliens Love Pantaclaus 	<ul style="list-style-type: none"> - Bug in love - Mr Wolf's Pancakes - Oi frog 	<ul style="list-style-type: none"> - Snail and the whale -The enormous turnip -Jim and the beanstalk 	<ul style="list-style-type: none"> - The Queen's hat - Titch 	<ul style="list-style-type: none"> -

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	<ul style="list-style-type: none"> - The mega magic hair swap etc... - The colour monster - Owl babies - Oh no George - The Gruffalo 	<ul style="list-style-type: none"> - Mog's Christmas Calamity - The Squirrels that Squabble - The Koala who Could - The Gunpowder plot – Guy Fawkes - Sam's snowflake - One Snowy night - Gruffalo's Child 	<ul style="list-style-type: none"> - The enormous turnip - After the storm – Percy the park keeper - Leaf man - We're going on a bear hunt - Super worm - Norman the slug with a silly shell - Jack and the beanstalk - What the ladybird heard - The Bad-tempered ladybird - The crunching, munching caterpillar - The Bumble bear - The garden 		<ul style="list-style-type: none"> - The Sea of Tranquillity (Neil Armstrong/Buzz Aldrin/Tim Peake)) - How to catch a star - Man on the moon - The Darkest Dark - Goodnight Moon - Laika: Astronaut dog - Beegu - Hidden Figures: The True Story of Four Black Women and the Space Race - Roaring rockets - Q Pootle 5 	<ul style="list-style-type: none"> - Ruby's worry - Dear Teacher -
Mathematics (Power Maths & Boolean)	<p>Week 2-5: Baselines and numbers to 5</p> <p>Week 6-7: Comparing groups within 5</p>	<p>Week 1-3: 2D and 3D shapes</p> <p>Week 4-5: Change within 5</p> <p>Week 5-6: Number bonds to 5</p> <p>Week 7: Space</p>	<p>Week 1-2: Numbers to 10</p> <p>Week 3: Comparing numbers within 10</p> <p>Week 4: Addition to 10</p> <p>Week 5-6: Measure (Length, height and weight)</p>	<p>Week 1-2: Number bonds to 10</p> <p>Week 3-4: Subtraction</p> <p>Week 5-6: Exploring patterns</p>	<p>Week 1-2: Counting on and counting back</p> <p>Week 3-4: Numbers to 20</p> <p>Week 5-6: Numerical patterns</p>	<p>Week 1: Numerical patterns</p> <p>Week 2-3: Shape (Composing and decomposing shapes)</p> <p>Week 4-5: Measure (Capacity and volume)</p>
Vocabulary						
Understanding of the World	Talk about members of their immediate family and community. All about me bags.	Understand that some places are special to members of their community.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past Easter activities	Explore the natural world around them. Observations.	Draw information from a simple map – school environment compared to Africa.

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	<p>Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Autumn walk. Diwali</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Looking at the changes in seasons – what do we notice about the trees? Bird feeders for the garden Bonfire night – Why do we celebrate bonfire night? Remembrance Day – 2 minutes silence Children in need day Halloween Christmas</p>	<p>Understand the effect of changing seasons on the natural world around them. Melting ice Snow Chinese New Year activities. Talk about the differences between materials and changes they notice or playdough etc., ice and snow - winter)</p>	<p>Homes in the past (link to three little pigs – different building materials) (Cooking – making gingerbread biscuits) Growth and new life. Caring for our school environment. Looking at changes over time.</p>	<p>Describe what they see, hear and feel whilst outside. Spring walks. Understand the effect of changing seasons on the natural world around them. Compare and find out about astronauts and technology.</p>	<p>Looking at atlases, google maps etc. Recognise some similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live Animal facts and information. Camouflage and patterns in nature. Drawing information from a simple map Using maps, atlas and globes to research different countries (Hot and Cold) History – looking at fossils of the past from dinosaurs</p>
Vocabulary	<p>Science: body parts, head, arm, leg, hand, foot, growing, humans, animals, changes, differences History: family, mum, dad, sister, brother, grandparents, nan, grandad older, younger Geography: seasons, spring, summer, autumn, winter, changing</p>	<p>History: celebrations, differences, similarities, same Geography: countries, differences, world, environment</p>	<p>Science: food, vegetables, fruit, healthy, unhealthy, sorting Geography: changes, seasons, spring, growing, environment</p>	<p>Science: materials, feeling, properties, changes, differences History: past, present, years, differences, days, yesterday, then, now, next, same, different</p>	<p>Science: Earth, moon, planets, rockets, travel, lights, dark, shadow</p>	<p>Science: nocturnal, animals, babies, growing, changes, environments, hot, cold, ice, History: then, now, change, same, different, past, long ago, fossils, discovery Geography: maps, globes, atlas, google maps, differences, similarities, next to, below, above</p>

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Expressive Arts and Design	Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures. Singing songs and learning some familiar songs – Harvest songs. Role-play – Doctors Surgery Small world play Divas.	Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Singing songs and learning some familiar songs – Christmas songs. Performing the Nativity. Role-play – Post office (The jolly postman) Winter pictures and scenes.	Chinese New Year – lanterns Singing songs and learning some familiar songs – Winter songs. Role-play – Garden centre Small world Chinese New Year songs. Making dough props for role play Spring pictures. Flower artwork. Small world play – Minibeasts and homes Making minibeasts	Singing songs and learning some familiar songs – Easter songs. Role-play – home scene Making gingerbread – biscuits Building homes (could build a bridge for Gingerbread Man to cross the river!) Singing songs and learning some familiar songs – Spring songs.	Singing songs and learning some familiar songs – Spring songs. Role-play – Space Painting and observational drawing. Small world – space Building rockets Making aliens	Summer pictures. Role-play – Vets Healthy Eating collages. African painting Animal masks. Animals dance. Creating patterns and camouflage. Using different mediums to create pictures of animals. Musical Instruments to create animal sounds. Animal prints. Songs about animals.
Vocabulary	Art: Artist, Kusama, polka dots, circles, stamps, paint, brushes, colours DT: Salt dough, flour, water, salt, measure, pour, stir, cook, decorate	Art: Artist, Andy Goldsworthy, circles, spirals, holes, natural, pebbles, leaves DT: Junk Modelling, cello tape, scissors, cutting, materials, boxes, bottles	Art: Artist, Pablo Picasso	Art: Artist, Alma Thomas DT: Cooking, mixing, bowls, spoons, stir, pour, smell, touch, cutter, bake, cook, decorate	Art: Artist, Georgia O’Keeffe DT: Solar system, mobile, papier mâché, glue, texture, newspaper, brushes, soft, hard, changes	Art: Artist, Giuseppe Arcimboldo
Artist of the term	Kusama	Andy Goldsworthy	Pablo Picasso	Alma Thomas – linked to Black History Month	Georgia O’Keeffe	Giuseppe Arcimboldo
Additional Curriculum Information						
Special dates	10 th Oct – Fire Safety Week Harvest Diwali – 24 th October (Half Term)	Halloween – 31 st (Inset) Bonfire Night/Fireworks Remembrance Day Anti-bullying week 14 th Nov Road Safety Week – 14 th Nov Children in need – 18 th Nov Christmas Winter (noticing changes in the weather/trees/clothing etc....?)	Chinese New Year – 22 nd January	Pancake Day – 21 st Feb Mothering Sunday – 19 th March Easter – 9 th April Spring noticing changes in the weather/trees/plants/animals being born etc....?)		Father’s Day – 18 th June Move up days – transition

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		All of EYFS to create a Nativity				
Enrichment	Autumn walk People who help us visitors e.g. police/ Fire Brigade	Trip to post box to post Santa letters	Zoo labs (minibeasts) ??	Cooking – gingerbread men Spring Walk	Space Dome	Sports day Class Trip to Zoo Farm
British values	Democracy: -learn to respect other people – we are all special	-deciding on role-play in classroom – beginning to vote and learning about democracy -Turn taking and negotiating how many children should play in a certain area at once etc.	Rule of Law: -Reflect on the positive skills we have -Recognise that we like different things and that is ‘ok.’ Learn to respect other people’s ideas -Continue to learn what is ‘right’ and ‘wrong.’	Mutual respect and tolerance of those of different faiths and beliefs: -Learn to treat others how we want to be treated -Understand that other people can feel the same or differently about something -Visit places within the wider community -Talk about home and compare and contrast different routines/celebrations – for example, birthdays. -Discuss the importance of sharing and listening to other people’s views, as well as expressing own opinions respectfully.	Individual Liberty: -Learn about how we have changed from being a baby (baby photos?) -Think about change and how it makes us feel -Think about what we are really good at -Think about what we want to improve as we move into Y1	
Woodlands Values	Challenge (September) Equality (October)	Diversity (November) Empathy (December)	Resilience (January) Creativity (February)	Creativity (February) Fairness (March)	Growth (April) Honesty (May)	Commitment (June) Compassion (July) Community (August)
Forest school links with curriculum (Outdoor Provision)	Autumn walks Leaf rubbings Scavenger hunt	Winter walk Playing in the snow Ice painting	Planting in the garden Growing vegetables/ flowers Minibeast hunt Bug hotel	Spring potions Spring walks		
Parental and Community Engagement	Stay and Play Harvest festival	Nativity Christmas Fayre				Sports day and activities Summer fayre

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